The Stout Institute Bulletin

Twenty-third
Annual Catalog
1925-1926

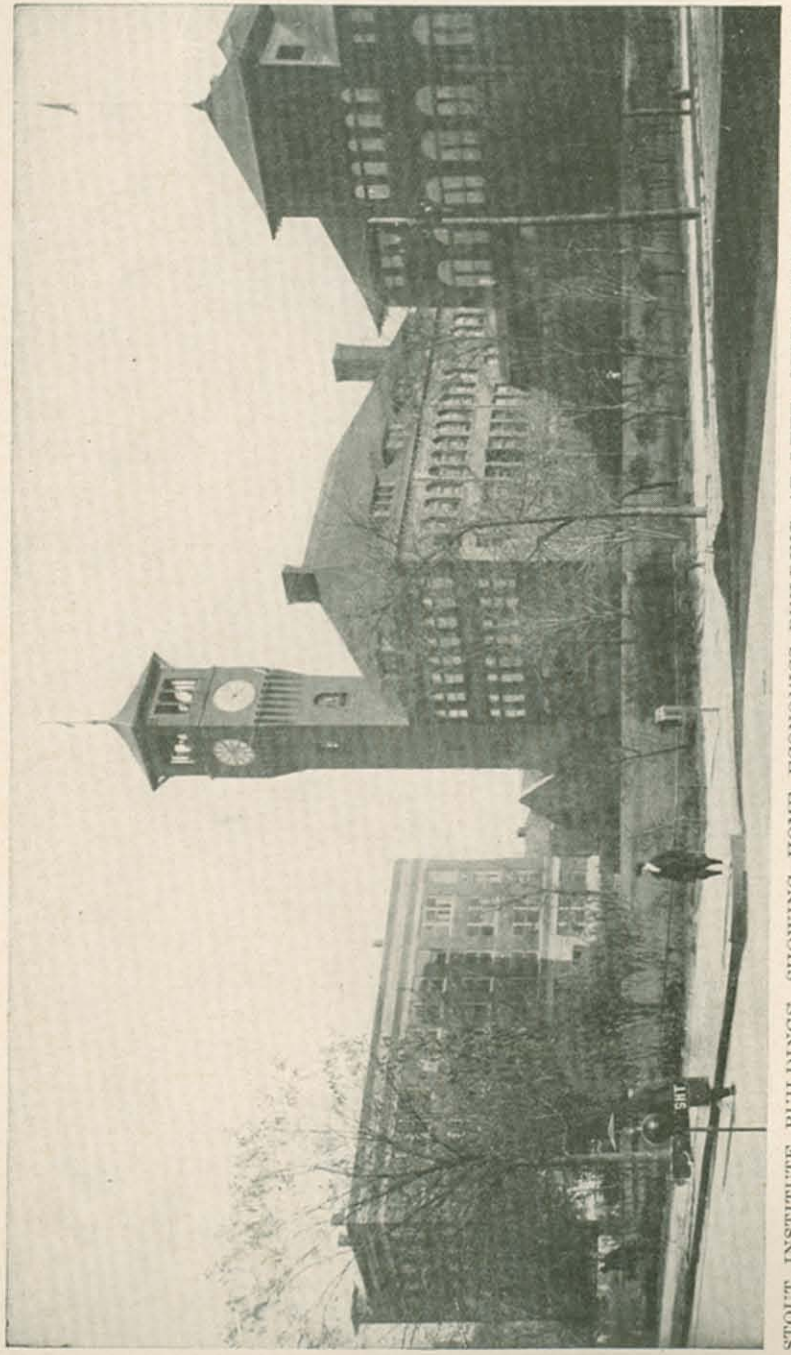
Menomonie, Wisconsin

CATALOG
OF THE
STOUT INSTITUTE

ANNOUNCEMENT
1925-1926

TWENTY-THIRD YEAR

Announcement of the 1925 Summer Session
on Page 33



STOUT INSTITUTE BUILDINGS SHOWING HOME ECONOMICS BUILDING AT LEFT, GYMNASIUM IN THE REAR, INDUSTRIAL ARTS BUILDING IN THE CENTER. THE BUILDING AT THE RIGHT IS THE PUBLIC HIGH SCHOOL. THE TRADES BUILDING IS NOT SHOWN.

CATALOG

OF THE

STOUT INSTITUTE

GENERAL INFORMATION
AND COURSES OF STUDY FOR THE
SCHOOL YEAR, INCLUDING
SUMMER SESSION
1925-1926

WISCONSIN STATUTES ON PURPOSES AND OBJECTS OF THE STOUT INSTITUTE

"To instruct young persons in industrial and household arts and occupations and the theory and art of teaching such, and to give such instructions as will lead to a fair knowledge of the liberal arts, a just and seemly appreciation of the nobility and dignity of labor, and in general to promote diligence, economy, efficiency, honor and good citizenship."

ANNOUNCEMENT

FOR THE TWENTY-THIRD ANNUAL SESSION AND TWENTIETH SUMMER SESSION

OF

THE STOUT INSTITUTE

MENOMONIE, WISCONSIN

1925–1926

OFFICERS OF ADMINISTRATION

BURTON E. NELSON, President of the Stout Institute.
CLYDE A. BOWMAN,
Director School of Industrial Arts and Summer Session.
DAISY ALICE KUGEL, Director School of Household Arts.
GEORGE F. MILLER, Director of Physical Education.
GRACE M. DOW, Director of Dormitories.
MABEL H. LEEDOM, Preceptress Tainter Hall Annex.
FREDA M. BACHMAN, Preceptress Lynwood Hall.
DELLA A. PAYNE, Director of Cafeteria.
MARY LILLIAN FROGGATT, Librarian.
CHRISTINE HALSETH, Assistant Librarian.
B. M. FUNK, Business Manager.
J. T. BURNS, Chief Engineer.
ADELAIDE C. FRENCH, Secretary.
MYRTLE M. BLETSOE, Registrar and Appointment Clerk.
MINA M. IRISH, Stenographer.
ELSIE L. RICHERT, Stenographer.

BOARD OF TRUSTEES

Ex-Officio Members:

JOHN CALLAHAN,
State Superintendent of Public Instruction, Madison.
L. A. TARRELL, State Industrial Commission, Madison.

Employer Members:

E. W. SCHULTZ, Sheboygan.
R. S. COOPER, Kenosha.
E. J. KEARNEY, Milwaukee.

Employee Members:

A. W. MCTAGGART, Superior.
J. H. MCQUAID, Milwaukee.
CLARENCE NAULT, Green Bay.

Agricultural Members:

F. W. PLOETZ, Coloma.
GEORGE F. COMINGS, Eau Claire.
WILLIAM F. MILLER, West Salem.

Secretary:

GEORGE P. HAMBRECHT, Madison.

CALENDAR FOR 1925–1926

Twentieth Annual Summer Session begins June 22, 1925.

Summer Session ends August 21, 1925.

Twenty-third Regular Session begins September 7, 1925.

Holiday Vacation begins December 18, 1925.

Classes Resume January 4, 1926.

First Semester ends January 22, 1926.

Second Semester begins January 25, 1926.

Twenty-third Regular Session ends May 28, 1926.

FACULTY

INSTRUCTORS FOR THE SCHOOL YEAR

BURTON E. NELSON, President.

Pennsylvania State Normal School, 1884; B. S. Western Normal College, 1891; M. S., 1895; High School Principal four years; Superintendent City Schools, Lewistown, Illinois, seven years; Superintendent City Schools, Lincoln, Illinois, four years; Superintendent City Schools, Racine, Wisconsin, fourteen years; President, The Stout Institute, 1923–

FREDA M. BACHMANN, Microbiology, Community Hygiene.

Miami University, Oxford, Ohio, 1907 A. B.; 1908 M. A.; University of Wisconsin, Fellow in Botany 1908–1909; Assistant in Botany and Plant Pathology 1909–1912, Ph. D.: Milwaukee Downer College, Asst. Prof. Botany and Bacteriology, 1912–1914; University of Wisconsin, Instructor in Agricultural Bacteriology, 1914–1924; Stout Institute, 1924–

CLARA LOUISE BOUGHTON, Supervision of Practice Teaching in Foods.

State Normal School, Milwaukee, 1890–1893; Stout Institute Diploma, 1910; Stout Institute B. S. in Household Arts, 1921; Teacher in Public Schools, Manitowoc, 1893–1909; Director of Domestic Science, Racine, 1910–1911; Stout Institute, 1911–

BERTHA BISBEY, Nutrition.

Kansas State Normal, 1893–1894; University of Chicago, Summer Sessions, 1908, 1919; The Stout Institute, Diploma, 1912; Teachers' College, Columbia University, B.S. 1921, M.A. 1924. Teacher in Public Schools, Alma Kansas,1900–1903; Manhattan, Kansas, 1903–1908; Instructor in Mathematics, Kansas State Agricultural College, 1908–1910; The Stout Institute, 1912–1920. The Stout Institute, 1921–

CLYDE A. BOWMAN, Administrative Problems, Organization of Industrial Arts.

River Falls, Wis., State Normal, 1907; Stout Institute, January, 1909; Columbia University Bachelor of Science Degree and Professional Diploma in Supervision of Industrial Arts, 1915; Graduate Work Columbia University, 1916, 1919; Summer Sessions Stout Institute, 1907, 1908, 1909, 1911, 1913; University of Wisconsin, 1912; Columbia University, 1915; Shop Instructor, El Paso, Texas, 1909; Director Manual Arts, City Schools, Stillwater, Minnesota, 1909–1911; Director Department Manual Arts, State Normal, Stevens Point, Wisconsin, 1911–1914, 1915–1916 (leave of absence 1914–1915); Instructor and Associate Adviser in Industrial Arts, Teachers College, Columbia University, New York City, 1916–1919; Stout Institute, 1919–

MURIEL BRASIE, Clothing, Home Furnishings, Costume Design.

Stout Institute, Diploma, 1916; Teachers College, Columbia University, diploma and B.S. degree 1922. Instructor in Dressmaking, Virginia Irwin Memorial School, Quincy, Illinois, 1917–1918; Instructor in Home Economics and Toy Making, Country Home for Convalescent Children, West Chicago, Illinois, 1918–1920; Stout Institute, 1922–

ARTHUR G. BROWN, Psychology, Elements of Woodwork, Basketball Coach.

Macalester College, 1914, B.S.; Stout Institute, Summer Session. 1914; University of Chicago, Summer Session, 1919. Instructor of Manual Arts and Athletic Coach, City Schools, Le Sueur, Minnesota, Two Years, and City Schools, Bottineau, North Dakota. One Year; Director of Athletics and Head of Department of Manual Arts, Forestry State Normal School, Bottineau, North Dakota, Four Years. Stout Institute, 1920–

MABEL A. BURKE, Millinery in Summer Session.

Ellendale, North Dakota, State Normal Industrial School Diploma 1910; Snow College of Dressmaking, Diploma, Rockford, Illinois, Summer School, 1911; Patrick School of Millinery and Design, Kansas City, Missouri, Summer School, 1922; Lawrence College, Appleton, Wisconsin, Ph. B. 1925; Assistant County Superintendent, Traill County, North Dakota, 1905, 1907; Instructor in Dressmaking, Ellendale Summer School, 1910; Supervisor, Home Economics, Tower City, North Dakota, 1910–1911; Director Domestic Art Department, State Normal Industrial School, Ellendale, North Dakota, 1911–1913; Director Girl's Department, Vocational School, Appleton, Wisconsin, 1925; Stout Institute, Summer School, 1924–

FRED L. CURRAN, Supervision of Practice Teaching, Teaching Industrial Arts, Vocational Education, Modern Industry.

State Normal School, Stevens Point, Wisconsin, 1905; Stout Institute, 1909; Bradley Polytechnic Institute, Summers, 1908. 1909. Teacher in Public Schools, 1898, 1903; Principal State Graded Schools, 1905–1907; Stout Institute, 1908–

HATTY R. DAHLBERG, Foods.

Stout Institute diploma, 1906. Teachers College, Columbia University, B.S., 1915. Teachers College, Columbia University, A.M., 1918. University of Wisconsin, Summer Session, 1915. Teachers College, Columbia University, special courses, 1923. Supervisor, Household Arts, High School, 1906–1909. Stout Institute, 1909–1913. Supervisor, Household Arts, Madison, Wisconsin, 1916–1917. Supervisor, Teacher Training, Oregon Agricultural College, 1918–1923. Instructor, Household Arts. University of Pittsburgh, Summer Session, 1918. The Stout Institute. 1924–

MARY M. DOLLIVER, English, Public Speaking.

Morningside College, Sioux City, Iowa, B. A. 1920; Morningside Conservatory of Music, 1916–1920; Teacher of English in High School, Territory of Hawaii, 1920–1921; Lyceum and Chautauqua Work, 1921–1922; Principal Township High School, Marenisco, Michigan, 1922–1924; Lyceum Work, 1924; The Stout Institute, second semester, 1925–

GRACE M. DOW, Director of Dormitories.

St. Paul Teachers' Training School, 1897; University of Minnesota Summer Session, 1910; Stout Institute, Diploma, 1911. Teacher in Public Schools, St. Paul, 1897–1898; Chicago University, Summer Session, 1920; Stout Institute, 1911–

DAVID W. FIELDS, History, Psychology, English, Citizenship, Track Coach.

University of Illinois, A.B., 1922; University of Illinois Summer Session, 1922; The Stout Institute, 1922–

C. JOSEPHINE FRANDSEN, School Nurse.

Illinois Training School for Nurses, 1917–1920; Illinois R. N. 1920; Night Supervisor, Cook County Contagious Hospitals, 1920–1921; General Nursing, Chicago 1921–1922; Wisconsin R. N. 1922. Superintendent of Lincoln Memorial Hospital for Communicable Diseases, Racine, Wisconsin, 1922–1924, The Stout Institute, 1924–

LILLIAN MARY FROGGATT, Library Organization and Administration.

University of Wisconsin, B.A., 1911. Library School of the University of Wisconsin, 1920. High School Instructor, 1911–1919. Teacher Librarian, High School, Burlington, Wisconsin, 1921–1923. Cataloger, Public Library, Racine, Wisconsin, 1920–1921. Teacher, Courses in Library Methods, State Normal School, Oshkosh, Wisconsin, 1922. The Stout Institute, 1924–

H. F. GOOD, Auto Mechanics, Electrical Work, Materials of Construction.

Iowa State College, B.S. in Electrical Engineering, 1913; B.S. in Agricultural Engineering, 1914. Instructor in Agricultural Engineering, Dunn County School of Agriculture, 1914–1918; Special Training in Gas Engines, Tractors, and Automobiles, with Four Years of Practical Experience; Foreman of Construction Work in Electric Railway Shops one and one-half years. Stout Institute, 1918–

DANIEL GREEN, Machine Drafting, Machine Shop.

Whitewater, Wisconsin, State Normal, 1900–1902; Mechanical Engineering, University of Wisconsin 1902–1905; B.S. Degree, University of Chicago, 1914; Instructor and director of shop work and drawing, Des Moines, Iowa, Louisville, Kentucky, Marquette, Michigan, and Elgin, Illinois, 1906–1917; Head of Department of Industrial Education, State Normal School, Macomb, Illinois, 1917–1918; Assistant Superintendent, Midland Chemical Company, Argo, Illinois, 1918–1922; Director Vocational Education, Richmond, Indiana, 1922–1924; The Stout Institute, 1924–

C. W. HAGUE, Printing.

Practical Printer, Seven Years Experience. Hamline University, 1912–1913; University of Wisconsin, Summer Session, 1915; Law-

rence College, 1914–1917, B.A. Degree. Seven Weeks at Intertype Factory School, Brooklyn, N. Y., Summer 1922, Certificate. One Year's Experience Teaching Drafting and Applied Mathematics for Electricians, School of Engineering of Milwaukee; One Year as Instructor of Printing, Vocational School, Appleton, Wisconsin; U. S. Radio School, Harvard University, Cambridge, Massachusetts, 1918; Stout Institute, 1919–

H. M. HANSEN, Advanced Woodwork.

Stout Institute, 1915. University of Wisconsin, Summer Session, 1919. Forest Products Laboratory, Special Courses, 1920–1923. Building Trades Experience 16 years; (Knapp Stout Lumber Company one year. Carpentry, two years. Sash and Door, Planing Mill and Cabinetwork, four years. Patternmaking and Machineshop, one year. Drafting, one year. In the Contracting Business six years. Building Superintendence, one year.) Vocational School Instruction, (Saturdays) two years. Stout Institute, 1912–

LAWRENCE HURST, History and Economics.

Indiana State Normal School, Diploma, 1908; Indiana University, A.B., 1910; Columbia University, Summer Session, 1912; Wisconsin University, M.A., 1914; Illinois University, 1914–1915. Principal High School, New Harmony, Indiana, 1910–1912; Acting Instructor of History, University of Colorado, 1915–1916; Head of Department of Social Science, Springfield, Illinois, High School, 1916–1918; the same at Covington, Kentucky, High School, 1918–1919; Stout Institute, 1919–

B. ELEANOR JOHNSON, Clothing, Millinery.

State Teachers College, Mankato, Minnesota, 1910; The Stout Institute, Two Year Course, Diploma, 1917; University of Pittsburgh, B.S., 1920; Teachers College, Columbia University, M.A., Supervisor of Household Arts Diploma, 1923; Teacher of Household Arts, Edgewood, Pennsylvania, 1917–1918; Teacher of Household Arts, Pittsburgh, Pennsylvania, 1918–1920; Teacher in The Stout Institute, 1920–1921; Teacher of General Home Economics, Cass Technical High School, Detroit, Michigan, 1921–1922; Instructor in Clothing, University of Minnesota, Summer 1923; The Stout Institute, 1923–

MRS. CORDELIA KENT, Home Management, Laundering, Supervision of Practice Cottage.

University of Oklahoma B.S. and diploma 1921; Graduate study. University of Oklahoma 1922; Graduate Study, University of Chicago, Summer Sessions, 1921–1923; Teacher in Public Schools Lamar, Colorado, 1911–1914; Teacher in Public Schools, Oklahoma 1915–1920; Instructor in Cookery, State Normal. Weatherford, Oklahoma, Summer Sessions, 1919–1920; Household Management, Child Welfare, Supervision of Practice Cottage, University of Oklahoma, 1921–1923; The Stout Institute, 1923–

FLOYD KEITH, Woodturning, Sheet Metal, Elementary Forging.

River Falls Normal diploma advanced course, 1915; Stout Institute, B.S. Degree, 1922; Three Summers Playground Work, Winnipeg; Five Years Wisconsin High Schools; Stout Institute, 1922–

RAY F. KRANZUSCH, Auto Mechanics, Radio and Home Mechanics.

The Stout Institute, First Scholarship, 1920–21. Journeyman Electrical Construction and Repair, Five and One-half Years; Instructor in Electrical, Auto Mechanics, and Radio, Sheboygan High School, Sheboygan Vocational School, 1921–1924; Electrical, Auto Mechanics, Radio, and Home Mechanics Summer Session Stout Institute, 1923; The Stout Institute, 1924–

DAISY ALICE KUGEL, Organization of Home Economics, Teaching Home Economics.

University of Michigan, A.B., 1900; graduate study of University of Michigan, 1901; Columbia University, B.S. and Diploma, 1908; graduate study University of Chicago, Summer Session, 1919. Teacher in public schools, 1902–1906; Instructor in Home Economics, Chautauqua, New York, Summer, 1911; Instructor in Cookery and Dietetics, The Stout Institute, 1909–1912; Director of Household Arts Department, The Stout Institute, 1912–

MABEL H. LEEDOM, Chemistry.

City Normal School, Dayton, Ohio, 1894; Stout Institute Diploma, 1910; Columbia University, Summer Session, 1913; Teachers College, Columbia University, B.S., 1919; Graduate study, Columbia University, Summer Session, 1920. Teacher in Public Schools, Dayton, Ohio, 1895–1905; Stout Institute, 1910–1918; 1920–

JEANNETTE LITTLEJOHN, Chemistry.

University of Arkansas, B.A., 1921; Iowa State Agricultural College, Ames, Iowa, M.S., 1923. Graduate Assistant in Chemistry Department, Iowa State College, 1920–1922. Stout Institute, 1923–

MARY M. MCCALMONT, Chemistry.

Westminster College, New Wilmington, Pennsylvania, B.S.; Graduate Student, University of Omaha, Nebraska, 1911; University of Wisconsin, 1911–1912, M.S., 1921; Teacher in Public Schools, 1906–1907; Principal of High School and Supervisor of Music, Woodville, Ohio, 1907–1909; City Schools, Omaha, Nebraska, 1909–1911; Stout Institute, 1912–

MARY I. MCFADDEN, Psychology, Sociology.

State Normal School, Oshkosh, 1897; University of Wisconsin. Ph.B., 1900; A.M., 1907; University of Chicago, Ph.M., 1901; Teachers College, Columbia University, January, 1908–June, 1908. Teacher, Grand Rapids High School, 1891–1892; Principal Menomonee Falls High School, 1892–1893; Assistant Principal Oconto High School, 1893–1895; Associate Supervisor of Practice, Oshkosh Normal School, 1901–1906; Acting Assistant Professor of Education, University of Kansas, One Semester, 1906–1908; Principal Muskegon City Normal School, 1909–1910; Supervisor of Practice, Teacher of Pedagogy and Music, Sauk County Training School, 1911–1912; Stout Institute, 1912–

R. A. MCGEE, Carpentry, Woodwork, Woodfinishing.

St. Cloud State Teachers' College, advanced diploma 1916; The Stout Institute 1919; University of Minnesota, B.S., 1923; City Schools, Sauk Center, Minnesota 1916–1917; Superintendent Vil-

lage School, Erwin, South Dakota, 1917–1918; Principal and Manual Training, Gilbert, Minnesota, 1919–1921; The Stout Institute Summer Session 1923; Director, Industrial Arts, State Normal School, Minot, North Dakota, 1923–1924; Twelve summers as carpenter, carpenter foreman, and builder; The Stout Institute, 1924–

MARTHA L. METCALF, Foods, Food Economics.

Teachers College, Diploma, 1908; Teachers College, B.S., 1914; M.A., 1924. Columbia University Summer Sessions, 1918, 1919, 1920, 1921. Teacher in Indianapolis Public Schools, 1908–1913; Head of Home Economics Department, State Normal School, Moorhead, Minnesota, 1914–1918; Supervisor of Home Economics in Public Schools, Flemington, New Jersey, 1918–1921; The Stout Institute, 1921–

GEORGE F. MILLER, Physical Training, Swimming and Athletics.

Normal College, N.A.G.U., Indianapolis, 1912; School for Athletic Coaches, University of Illinois, 1913; Diploma Harvard University School of Physical Education, 1914. Camp Athletic Director, 31st Division, Camp Wheeler, Macon, Georgia, Summer, 1917; School for Athletic Coaches, University of Wisconsin, 1918; Lecturer on Football, Normal College, Indianapolis, 1919; Athletic Director, Evansville, Indiana, Junior and Senior High School, 1912–1917; Stout Institute, 1917–

H. C. MILNES, Machine Shop Practice, Foundry Work, Patternmaking.

Armour Institute, 1904–1906; Columbia University, Summer, 1909; Chicago University, Summers, 1910, 1911; Four Years' Practical Work in Machine Trades. Teacher of Manual Arts, Evansville, Indiana, 1909–1916; Stout Institute, 1916–

MAMIE RUSSELL MUTZ, Home Furnishings, Color and Design.

State Normal, Peru, Nebraska, Diploma, 1904; University of Chicago, 1907–1908, Ph.B., 1916; Student Art Institute, Chicago, Saturday classes, 1907–1908; Applied Arts Summer School, Chicago, 1920; California School of Fine Arts, 1922–1923; State Normal, Peru, Nebraska, Critic, 1905–1907; Supervisor of Art, Training School, 1908–1911; Director Department of Art, 1911–1922; Colorado State Teachers College, Art Department, Spring and Summer, 1922; Stout Institute, 1923–

DELLA A. PAYNE, Cafeteria Management.

Baraboo Business College, Diploma, 1897; Whitewater State Normal, Diploma, 1901; The Stout Institute, Diploma, 1916: Teacher and Ward Principal of Public Schools, Marinette. Wisconsin, 1901–1909; Teacher in Public Schools, Baraboo, Wisconsin, 1909–1914; Lewis Hotel Training School diploma, 1921; Teacher of Cookery, Vocational School, Eau Claire, Wisconsin, 1916–1917; Cafeteria Director of Young Women's Christian Association, St. Paul, Minnesota, 1917–1921; The Stout Institute, 1921–

RUTH MARY PHILLIPS, English Composition, Literature.

University of Wisconsin, B.A., 1904; Graduate Work, University of Wisconsin, 1905, and one Semester, 1909; Teacher in High School, Lodi, Wisconsin, 1904–1905; Teacher in High School, Black River Falls, Wisconsin, 1906–1910; Stout Institute, 1910–

GRACE M. PRICE, Vocational Home Economics Education.

State Normal School, Stevens Point, Wisconsin, Diploma 1921; University of Chicago, Ph.B., 1924; Summer Sessions, Stevens Point Normal, 1921; Teachers College, Columbia University, 1921; Oregon Agricultural College, Corvallis, Oregon, 1922; University of Chicago, 1923; Teacher in Vocational School, Fond du Lac, Wisconsin, 1921–1922; Head of Home Economics Department; Fond du Lac Vocational School, 1922–1923; Teacher Trainer of Vocational Home Economics Education of Wisconsin State Board of Vocational Education, June, 1924; University of Wisconsin Summer Session, 1924; The Stout Institute, 1924–

FLORENCE QUILLING, Clothing, Hygiene.

Stout Institute, Diploma, 1911; Chicago University, Summer Sessions, 1915; Stout Institute, B.S. in Household Arts, 1920. Teacher in Public Schools, 1911–1917; County Home Demonstration Agent, Iowa, 1917–1918; Stout Institute, 1920–

J. E. RAY, Architectural Drafting, Bricklaying and Concrete Work.

Williamson Trade School, 1908; Stout Institute and University of Wisconsin Summer Sessions, 1917 and 1918; Stout Institute, 1917; B.S., 1922. Seven Years' Experience as a Journeyman and Foreman Bricklayer in New York, Pennsylvania, New Jersey, Texas, Louisiana, Arizona, California, Michigan and Wisconsin. Stout Institute, 1914–

EVA SCANTLEBURY, Home and Social Economics, Principles of Education.

Pratt Institute, Brooklyn, N. Y., School of Household Science and Arts, Diploma, 1911; Teachers College, Columbia University, B.S., 1923; Summer Sessions, University of Oregon, 1917; Teachers College, Columbia University, 1918–1919 and 1922–1923; Summer Sessions, Columbia University, 1920–1921; Teacher in Household Science and Arts, Brunot Hall, Spokane, Washington, 1911–1912; Lincoln School, Spokane, 1912–1914; North Central High School, 1914–1918; Washington State College, Summer Session, 1914; Head of Department of Home Economics, Emma Willard School, Troy, New York, 1919–1922; The Stout Institute, 1923–

FLORENCE I. SCOULAR, Foods.

The Stout Institute, B.S., 1919; Summer Sessions, University of Chicago, 1919, Applied Arts Summer Schools, Chicago, 1920. Instructor in Home Economics, State Normal School, River Falls, Wisconsin, 1919–1920; Supervisor of Household Arts, Ironwood, Michigan, 1920–1922; The Stout Institute, 1922–

MARGARET M. SKINNER, Contemporary Literature.

University of Wisconsin, B.A., 1912; Graduate Work 1914 and Summer Sessions; Teacher of English in High School, Berlin, Wisconsin, 1912–1913; Teacher of English and Critic Teacher in

Demonstration High School, School of Education, University of Wisconsin, 1913–1920; Head of English Department, High School, Janesville, Wisconsin, 1920–1921; Stout Institute, 1921–

EDITH SLEEPER, Physical Training.

Chicago Normal School Physical Training, 1915–1916; Michigan State Normal College, Ypsilanti, Michigan, Life Certificate and Diploma in Physical Education, 1918. The Stout Institute, 1923–

FLORA SNOWDON, Clothing, Textiles.

City Normal School, Dayton, Ohio; Summer Schools, Chautauqua, New York; Cook County Normal School, Chicago; Martha's Vineyard, Massachusetts; Teachers College, Columbia University; B.S. and Diploma in Household Arts Education; University of Chicago, January–August, 1919; Teacher in Grade Schools and City Normal School, Dayton, Ohio; Teachers College, Kirksville, Mo., 1913–1918; Stout Institute, 1919–

MRS. H. C. THAYER, Contemporary Literature, Sub-Freshman English.

University of Arkansas, B.A., 1914; Graduate Study, University of Chicago, Summer Session, 1920; Teacher in City Schools, Collinsville, Oklahoma, 1914–1916; Miss Hockaday's School for Girls, Dallas, Texas, 1916–1918; City Schools, Muskogee, Oklahoma, 1918–1921; The Stout Institute, 1923–

H. C. THAYER, Courses on the Part-Time School, Vocational Education, Vocational Guidance.

Highland Park College, Mechanical Engineering, 1906–1909. Kansas State Teachers College, Pittsburgh, Summer Sessions, 1914–1915. University of Chicago, Ph. B. in Ed., 1924: Instructor in Shop Work and Drawing, Central High School, Muskogee, Oklahoma, 1913–1916. Instructor in Shop Work, Central High School, Binghamton, New York, 1916–1918. The Stout Institute, 1920–

MRS. HELEN E. TINGLEY, Home and Social Economics in Summer Session.

Oberlin College, Oberlin, Ohio, three years; Chicago University, two quarters; John B. Stetson University, De Land, Florida, B.S., 1912; John B. Stetson University, M.A., 1914; Graduate Study, University of Chicago 1922–1924; graduate study, University of Tennessee Summer session; Principal and Teacher of Mathematics and English, Widner Township High School, Freelandville, Indiana, 1917–1918; Teacher of History and Civics, High School, Lake Geneva, Wisconsin, 1918–1919; Professor of History and Sociology, Greenville Woman's College, Greenville, South Carolina, 1919–1920; Professor of Sociology and Economics, Bessie Tift College, Forsythe, Georgia, 1920–1921; Professor of Sociology, Shorter College, Rome, Georgia, 1921–1922; Teacher in Frances Shimer School of University of Chicago, 1924–1925; The Stout Institute, summer session 1925–

F. E. TUSTISON, Mathematics, Science, Home Mechanics.

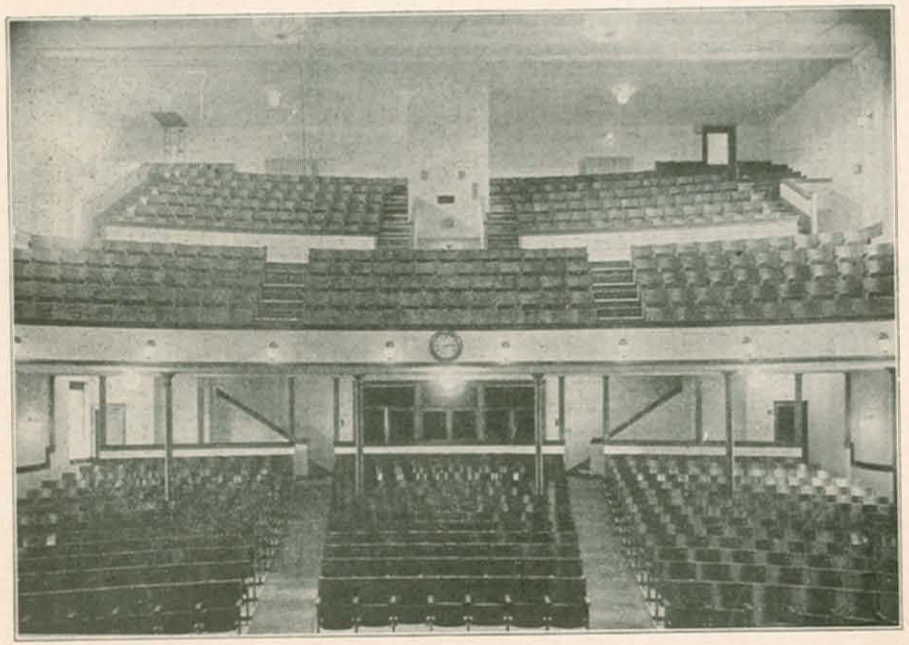
Graduate Ohio Wesleyan University, 1909; B.S. Summer Session of Chicago University, 1916; Summer Session, Case School of Applied Science, 1917; Practical Experience in Electrical Installation, Motor Testing, and Cabinetmaking. Director of Gymnasium of Shattuck Military Academy, 1909–1910; Instructor of Science, Somerset High School, 1910–1920; Acting Superintendent of Somerset City Schools, 1919; Stout Institute, 1920–

LETTY E. WALSH, Supervision of Practice Teaching in Clothing.

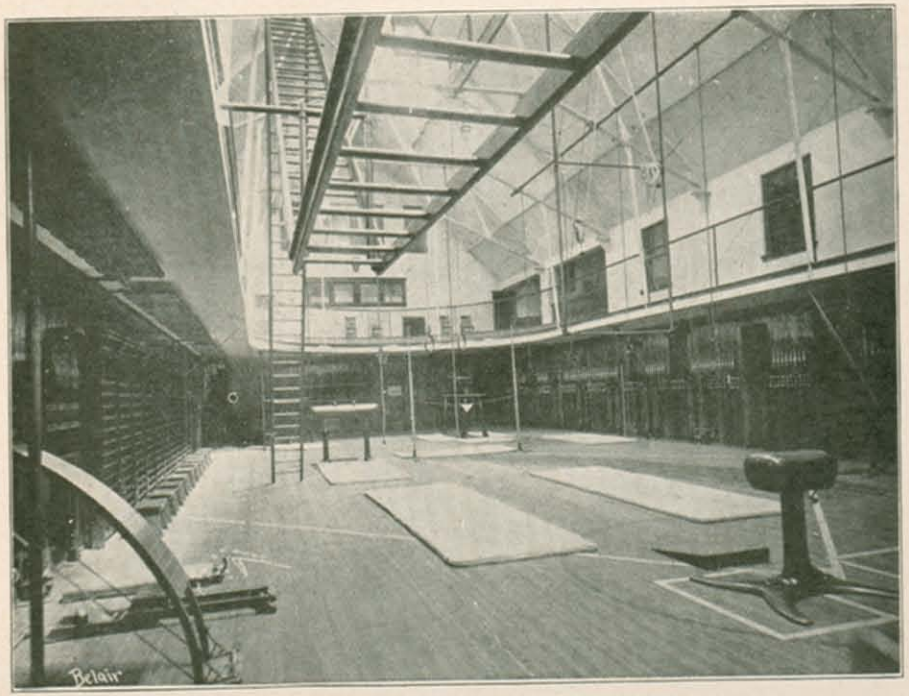
B.A., Iowa State Teachers College, 1915; M.A., and Supervisor of Household Arts Diploma, Columbia University, 1920; Graduate Study, University of Chicago, Summer Session, 1917. Supervisor of Practice Teaching in Home Economics, Iowa State Teachers College, Cedar Falls, Iowa, 1915–1919. Stout Institute, 1920–

R. L. WELCH, Forging and Sheet Metal Work.

James Millikin University, Department of Engineerng 1908–1911; Department of Industrial Education, 1914–1915; Stout Institute, Summers, 1916, 1917; Bradley Polytechnic Institute, Summer, 1919; Practical Experience in the Metal Trades, Director of Industrial Arts, Somerset, Kentucky, City Schools, 1915–1916; Instructor of Mechanical Engineering, South Dakota State College, 1916–1918; Stout Institute, 1919–



THE STOUT AUDITORIUM



THE STOUT GYMNASIUM

GENERAL INFORMATION

REGULAR SESSION, 1925

PURPOSE AND ORGANIZATION

The Stout Institute is a state teacher training college administered by the State Board of Vocational Education sitting as the State Board of Trustees of The Stout Institute. The members of this Board consist of the State Superintendent of Public Instruction and a member of the State Industrial Commission, ex-officio members; three employers of labor; three employees; and three members representing agriculture, appointed by the Governor of Wisconsin. The Director of Vocational Education, elected by the Board of Vocational Education, acts as Secretary of the Board of Trustees.

The revenues for the support of the Institute are secured through appropriations made by the Legistlature of the state biennially, from tuitions paid by students attending from other states, and from definite stipulated fees authorized by legislation. Supplementing these revenues the Institute receives the actual cost of carrying on courses in Vocational Teacher Training. This institution has been designated, by the State Board of Vocational Education, and by the Federal Board for Vocational Education, as the training school in Wisconsin for the training of vocational and part-time teachers under the Smith-Hughes Act.

The average enrollment for the regular session is approximately 600. The institution administers a complete range of courses in household arts and industrial arts. The enrollment of entering freshmen is restricted to a certain number of sections with

a given number of students in each section. This keeps the total enrollment within the capacity of the buildings and equipment of the school.

BUILDINGS AND EQUIPMENT

There are provided, four large, thoroughly equipped buildings, the Household Arts Building, the Industrial Arts Building, the Gymnasium, and the Trade Building. In addition there are also dormitories and a practice cottage and infirmary. The institution represents an investment of over a million dollars.

Industrial Arts Building

The first building to be erected of the group now used for instruction was the Industrial Arts building. It is four stories high, with light basement containing engine room, storage and work rooms. The ground floor plan is extended to a total area of 76 by 182 feet, and the annex contains the machine shop, forge shop, and foundry. All of these shops are well equipped.

The first floor contains wood turning shop, patternmaking shop, demonstration room, and department offices. The second floor contains the print shop with connecting rooms, lecture room, exhibit room and home mechanics shops. The third floor contains lecture and recreation rooms, electrical shop, physics laboratory, and wireless room.

The fourth floor is given over entirely to an armory and basketball floor. It has a steel arch trussed roof, providing a full area the size of the main building free from obstructions such as columns or partitions. Seats are banked up at the sides, accommodating eight hundred people conveniently.

Gymnasium and Natatorium Building

The second building erected in this group was for the Department of Physical Training. The building is 66 feet by 132 feet, and three stories in height. It contains a very completely equipped gymnasium with running track, measuring room, locker rooms, recreation rooms, and bowling alleys on its west side. Its east side is given over largely to baths and contains a swimming pool, 37 by 87 feet, showers, and a well-arranged series of rooms for Russian and Turkish baths. There are also locker rooms, dressing rooms, and social rooms in the east side of the building. The physical director's office is located near the main entrance.

On the second and third floors of this building are the club rooms for student activities. These are designed to foster social pleasures and good fellowship among the faculty and students. The room on the second floor has been equipped with a billiard table and pool table, settees, rugs, easy chairs, victrola, etc., through the activities of such student organizations as the Stoutonia and, in some cases, thesis work by students. A number of magazines are maintained for the reading table in this room. The room is for the use of the men students and is open each night after school and week-ends. Some student organization is in charge of the club room each week. The faculty members are advisers. The rooms on the third floor have been equipped with attractive furniture, rugs, a piano, and other furnishings largely through the initiative of the Y. W. C. A. and are available for the social activities of the girls. The religious organizations and literary societies hold their meetings here. A well-equipped kitchenette adjoining adds to the convenience of the room. From time to time class parties are held, making use of all rooms, including the gymnasium.

Building Trades Building

The third building erected for Stout classes was that given over to shops for teaching the building trades. It is 84 by 175 feet and two stories in height. A basement at one end of the building is entirely above grade level and contains the carpentry shop, 36 by 80 feet. The ceiling of this shop is over twenty feet high and the shop is so constructed that a section of the outside wall, 27 by 20 feet, may be removed, making it possible to move a completed building directly to its proper site. At one end of the shop is a lecture balcony. At the other is a lumber balcony. A moist air dry kiln opens from the lumber balcony and extends into the mill, which adjoins the carpentry shop. The mill is very completely equipped with modern woodworking machinery.

A cabinetmaking shop is connected with the mill and provided with heavy benches, veneer press, sash and door clamp, and a complete glue room. The auto mechanics shop, located in the next room is equipped with gasoline engines, automobile motors, burning and running-in machine, lathe, reboring machine, etc., for handling complete auto repairs. The bricklaying shop is on

the first floor. On the second floor over the bricklaying shop the auto mechanics electrical work and chassis work are located. The sheet metal shop on the second floor above the auto shop has a complete equipment, including cornice brake, circular shear, burring, turning, and beading machines and proper stakes necessary for carrying on a complete course in sheet metal work.

A middle entrance leads to the second floor corridor and opens onto a conveniently arranged lecture room. A large shop on this floor is given over to painting and wood finishing, with a varnishing room and fire-proof storage for finishing supplies connected. Two large rooms are equipped for architectural and machine drafting and contain an electric blue-printing outfit.

Elementary manual training is taught in a room especially planned for this work, opening upon this corridor. In addition to its necessary tools and benches, it contains several exhibits and conveniences of interest to the teacher of elementary work.

Household Arts Building

The last building erected at Stout Institute was planned principally for household arts classes. It is 126 by 228 feet and four stories in height, with a high basement. Two large elevators are provided for students' use, one at each end of the main corridor. They add greatly to the comfort and convenience of those taking work in foods or science.

The Stout Institute library is located in this building on the main floor in the west wing. The room is large, well-lighted, and well-ventilated. In addition to the reading room, there is a magazine alcove, stack room, conference room, cataloging room, and repair room.

The administrative offices are located on the first floor and include the president's office, and those of the secretary, clerks, business manager, registrar, and telephone operator. Household Arts director's offices, reception room, exhibit room, and recitation rooms are also located on this floor.

The Auditorium, located in the east wing of the building, extends up for three stories, with a seating capacity for 800. It is thoroughly equipped as a modern theatre with stage 23 by 50 feet, proscenium arch 32 by 24 feet, decks, fly galleries, and scene loft 50 feet high. There are the usual dressing rooms and lavatories, and a stage switchboard controlling all stage and house lights.

The stage equipment includes asbestos drop, picture screen, and both interior and exterior scenery. Special settings for the stage for use in concerts and for lecture work have been built by Stout students. Attention has been given to acoustics as well as to the decorative effect of such settings. A picture booth contains both stereopticon lantern and motion picture machine. Fire exits have been provided in all directions and are properly illuminated. Six doors open up at the rear for general exit.

Clothing, millinery, textiles, and art rooms occupy most of the second floor. They are supplemented by lecture rooms, fitting rooms, and offices. The girls' rest room is on this floor.

Food and nutrition laboratories occupy most of the third floor, and are supplemented by unit kitchens, dining rooms, pantries and lecture rooms. Several types of kitchen arrangement have been installed in order to illustrate the advantages of each for public school installation.

Chemistry and microbiology laboratories occupy most of the fourth floor. These are well-equipped, well-ventilated, and well-arranged. This floor also contains a lecture and demonstration room seating 253 and recitation rooms. A carbon dioxide refrigerating system takes care of refrigerators for this floor as well as the third floor.

LOCATION

The Stout Institute is located in the city of Menomonie, in western Wisconsin, sixty-six miles east of St. Paul, on the Chicago and North Western Railway. Menomonie is also connected with Mississippi River points by the Chicago, Milwaukee, and St. Paul Railway.

CURRICULA

Courses are offered in both Schools leading to the Bachelor of Science Degree and the professional diploma in Industrial Arts and Household Arts. These courses require four years of work beyond the regular four-year high school. Two-year and three-year courses are also offered in both Schools leading to certificates and diplomas. Upon completion of the three-year course in Industrial Arts or Household Arts a diploma is issued which by statute is made the basis for a life certificate after two years of successful teaching in Wisconsin. This life certificate

legally qualifies the holder to teach the subjects in which training has been taken in the public schools of the state. The certificate is issued by the Wisconsin State Board of Examiners and is accepted in most of the other states. The two-year courses in each School, Industrial Arts or Household Arts, lead to a special certificate. This certificate simply indicates the completion of work and is still accepted in some states as the basis for the state license.

Special two-year courses are also offered in the School of Industrial Arts for journeymen who are not high school graduates. A vocational certificate is issued upon the completion of this course and is made the basis of a vocational license issued by the State Department of Vocational Education of Wisconsin, permitting the holder to teach in vocational schools in the state.

In the School of Household Arts a two-year course for the training of hospital dietitians is offered. High school graduation is required for entrance, as for the other school, a special certificate is granted upon the completion of this course.

The faculty of The Stout Institute has been selected to handle the educational work required in the four-year curriculum. A definite plan of equipment expansion and addition has been followed so that the School is well-equipped on the four-year basis. The growth has been gradual and sound. All students who plan on taking teacher training work in either Industrial Arts or Household Arts are advised to shape their plans to secure the degree either by continuous attendance or by completing the three-year diploma course and securing the degree in the very near future.

RESIDENCE REQUIREMENTS

No certificate, diploma or degree is issued to any person who has not been a student in residence for at least one year. Four summer sessions are considered the equivalent of one year's residence.

QUALIFICATIONS FOR ADMISSION

Graduation from an approved high school or equivalent preparation is required for admission to The Stout Institute. A certificate of recommendation, which may be secured from the principal of the high school, and a physician's certificate of good

health and physical ability to carry on full work in the Institute should be filed with the secretary as early as possible. These credentials together with a statement of approved rooming arrangements are required before the enrollment shall be considered complete.

For admission to the vocational special course, high school graduation is not required but letters indicating trade experience are required.

SPECIAL STUDENTS

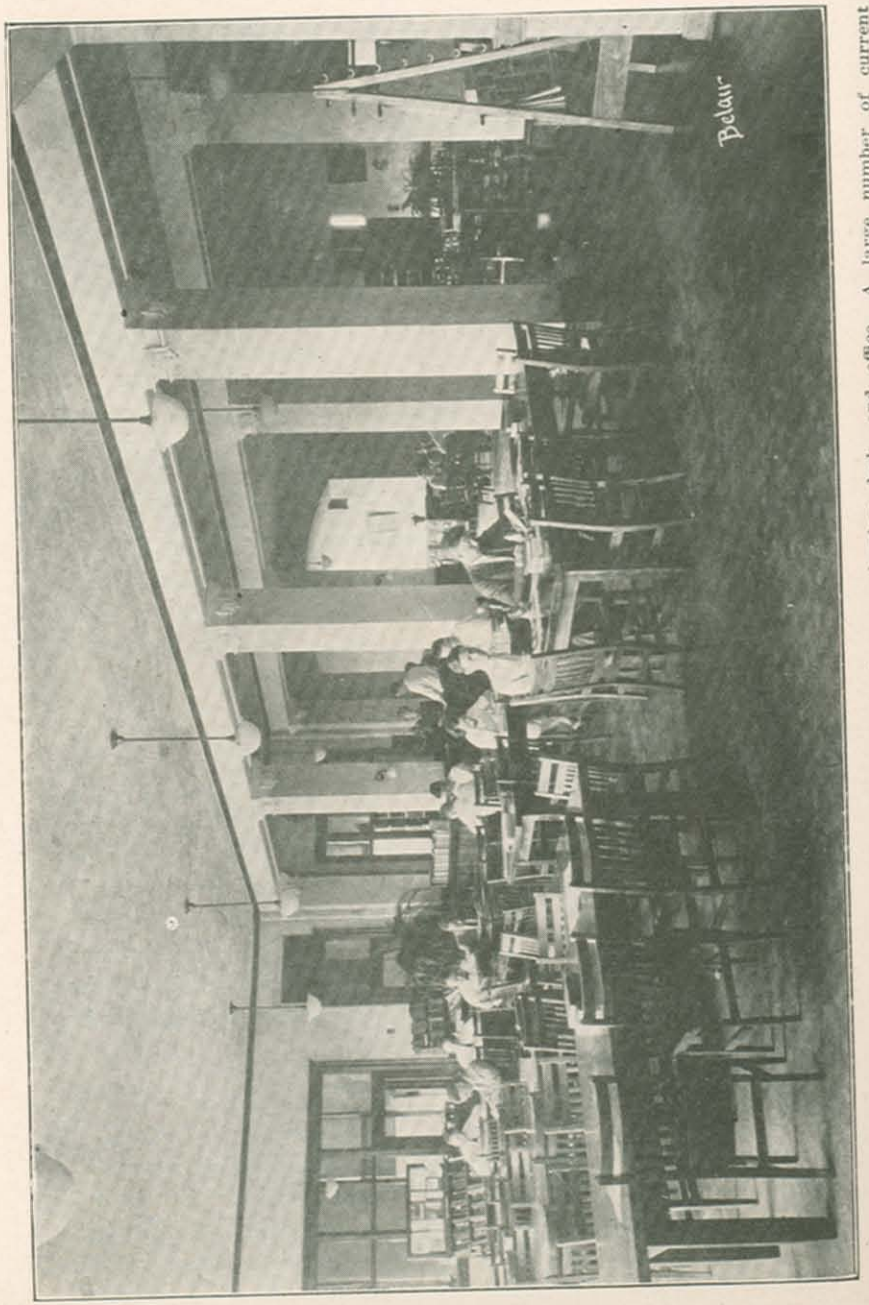
All students taking work for credit toward diplomas or degrees are regular students. The Institute urges very strongly that all students enter regular courses and take the work outlined for those courses, even though they may not be able to stay on for the time required to complete the courses. Students are given special classification only when age and the preparation of the applicant, in the opinion of the president, make such classification expedient and justifiable.

CREDITS

Students who have had normal or collegiate training are given credit for such of the required work in the Institute courses as they have satisfactorily mastered. Successful experience in teaching Industrial Arts or Household Arts before entering Stout Institute may reduce the amount of practice teaching required of the student. Candidates for advanced credit should present evidence of honorable dismissal from the school from which credit is sought, a certified copy of the standing in each subject for which credit is asked and a copy of the catalog of the school showing the courses taken. Such credentials should be submitted prior to enrollment.

ENROLLMENT

Persons who plan to enter the Institute should fill out an application for enrollment in advance. Blanks furnished by the Institute will be sent upon request. This enrollment blank, when filled out, should be forwarded to the school together with a health certificate, a certification of good character from the principal of the high school or city superintendent, and a copy of



Portion of Stout library showing reading room, part of book room, issuing desk, and office. A large number of current magazines and newspapers and a wide selection of books for reference and general reading are available for student use.

the applicant's high school credits, the latter on the special blank of the Institute. While advance enrollment is not absolutely necessary, it is advisable as the number admitted to beginning classes is limited and advance enrollment insures a place in these limited sections.

TUITION, REGULAR SESSION

Tuition is free for residents of Wisconsin. The tuition charge for non-residents and the definition of non-residents is covered in the following quotation from the Wisconsin statutes:—

"Any student attending The Stout Institute who shall not have been a resident of the state for one year next preceding his first admission thereto shall pay a tuition fee of one hundred twenty-four dollars for the school year and a proportionate amount thereof for attendance at the summer session".

Tuition is payable in advance each semester.

SHOP AND LABORATORY FEES

Fees are charged for shop and laboratory courses to cover the per capita of material used by students in these courses. The amount of the fee is given in connection with the outline of each course. In addition to the shop and laboratory fees, students are required to pay for any breakage of equipment or damage to buildings for which they are responsible. Fees are payable registration day at the beginning of each semester and summer session. The fee receipt is to be retained by student to gain admittance to classes. A charge is made for duplicate receipts.

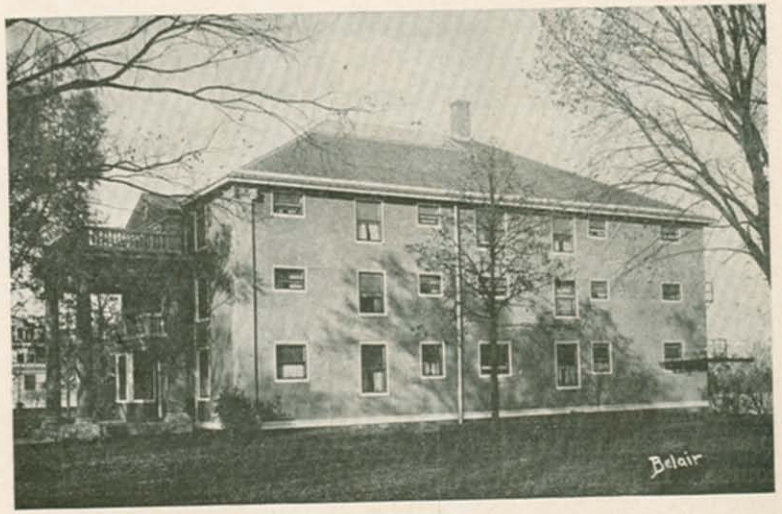
LIBRARY FEES

A library fee of $3.50 is payable at the beginning of each semester. This is required of each student. For this fee all necessary textbooks are furnished from the loan textbook library without any extra charge to students. The reference library is supplied with standard reference books needed to supplement textbooks in different subjects.

The reading room is supplied with daily and weekly newspapers, educational, literary, and technical periodicals adapted to the needs of the students and available for their use.

SPECIAL EXAMINATION FEE

A fee of two dollars is charged for any special, final, individual examination given for the purpose of determining students' credit. The special arrangements for such examinations and permits are secured with either the Director of the School of Household Arts or the Director of the School of Industrial Arts depending upon the work to be covered in the examination.



Tainter Annex dormitory for young women. The rear rooms have an attractive view overlooking Lake Menomin. A short walk across a rolling lawn, connects the Annex with Tainter Hall, which may be seen to the left.

SELF-SUPPORT AND STUDENT AID

While there are opportunities for a limited number of students to earn a part of their expenses while pursuing courses, it should be borne in mind that the courses are designed to require the whole of a student's time and effort, and that the amount of outside work the student will be able to do cannot be great. For this reason students are not encouraged to enter college whose funds are not sufficient to meet their expenses for at least the first year. Expenses here are very low, but the amount of work available is comparatively small.

As far as possible students are employed for extra work about the library, laboratories, and in the cafeteria, and also as janitors. Some opportunities offer themselves outside of school

activities. A great deal depends, of course, upon the ability and energy of the individual, and his willingness to do any kind of work. The best places are usually secured by those who have been in college for some time.

The Institute does not undertake to secure places for any student in advance, or to guarantee employment. It does, however, under the Stout Student Association, maintain a Students' Employment Bureau for the benefit of those desiring work, and does all in its power to assist the student who is worthy.

The school operates a Student Loan Fund and makes available aid to needy and deserving students within the limits of the fund. Loans are not made, however, to freshman students, and are made only to those students whose school record in scholarship and deportment recommend them to the Committee on Student Loans. Money from this fund is loaned at five per cent, and the loans are made returnable within one year after the student leaves school.

FEES FOR TRANSCRIPTS

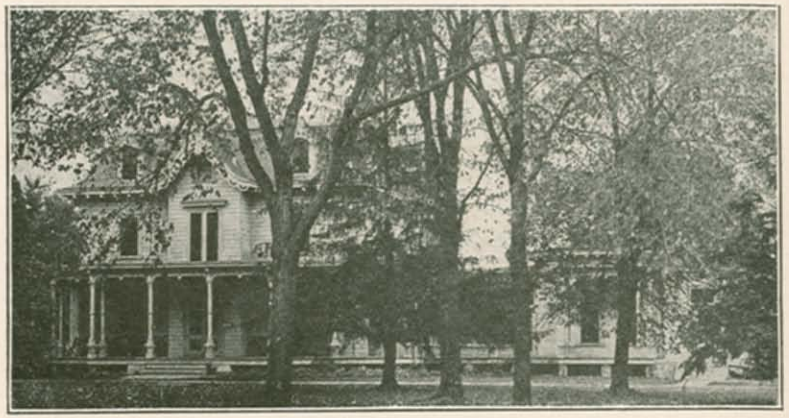
Each student upon graduation may obtain a certified transcript of the standings earned while in attendance at The Stout Institute. Additional copies are furnished at a charge of one dollar per transcript.

DORMITORIES

Bertha Tainter Hall accommodates about thirty young women. The hall is furnished with all modern conveniences. The rooms are comfortably heated and properly lighted, and standing apart from any other buildings, as it does, occupants are assured of good ventilation.

Tainter Annex accommodates sixty-six young women, and is situated on the same grounds with Bertha Tainter Hall. It is thoroughly suited to the purpose for which it is planned. Each room is sub-divided, separating it into living and sleeping quarters. Each room accommodates two students.

Lynwood Hall accommodates sixty-three students. It was built for the purpose for which it is used and is, in every appointment, adequate and complete. Students living at Lynwood Hall will be required to take all meals at the Stout Cafeteria, one-half block distant. All students rooming at Lynwood Hall



Bertha Tainter Hall, a dormitory for Household Arts students. The wing at the right contains the dining room. The building was once a residence of an old Menomonie family, prominent during the pioneer lumbering days.

will be required to purchase one $5.00 cafeteria coupon book each week. No exception will be made to this requirement.

The charge for a room for the school year of thirty-six weeks, for each student, is $80 to $90, according to size and location of the room. These prices apply to all three dormitories.

In Tainter Hall and Annex the charge for meals and definite amount of laundry work for each student is $6.00 per week.

All nonresident first and second year women under 25 years of age are required to live in dormitories so far as the capacity of the dormitories permit.

Sheets, pillow cases, and spreads will be furnished in all dormitories. Students must supply towels and blankets. Blankets will be furnished, however, during the summer session.

Room rent in dormitories is payable by semesters, in advance, at the beginning of each semester.

Board and laundry charges are payable four weeks in advance.

Rooms in dormitories will be available Saturday, September 5, 1925.

LIVING EXPENSES OUTSIDE DORMITORIES

Accommodations for men and for those women not living in dormitories may be secured in the city at varying rates depending upon locations and quality of service. Rooms may be had as low as $2.50 per week per person, and table board may be secured in private homes at $5.50 to $6.50.

LYNWOOD HALL, A DORMITORY FOR WOMEN DURING REGULAR SESSION AND FOR MEN DURING SUMMER SESSION

STOUT CAFETERIA

The Stout Institute Cafeteria, located in the east end of the basement of the Household Arts building, was opened in the fall of 1921. It is for the use of the students and faculty at the Institute, and their guests. At present several hundred may be accommodated for three daily meals. The equipment is complete and modern; prices are moderate; the service is adequate; the food and cookery are excellent. The cafeteria proves a convenience and an economy to many students. Students are securing meals for the week at from $5.00 to $6.50.

TEA ROOM

The Stout Tea Room, opened last year, is an attractive luncheon or tea room under the management of the director of the cafeteria. It provides simple a la carte service during the late afternoon hours and will prove an inviting place to rest over the tea cups or while enjoying an iced drink and a sandwich. Student and faculty parties are popular here.

REFUNDS

Students who are compelled to withdraw from the Institute by reason of illness, not due to poor physical condition or ill health existing before entering, are entitled to a refund of tuition from the date when notice of such withdrawal is received to the end of the semester.

Students boarding in the dormitories are also entitled to a refund of whatever amount has been advanced for board beyond the date when notice of withdrawal is received.

Refund for advance payment of room rent in the dormitories is allowed from the date when the room is again rented. Effort is made to secure an occupant at the earliest date possible.

As books and supplies for which fees are charged have to be bought in advance in quantities necessary to supply the entire enrollment, no refund of fees is made in any case.

UNIFORMS

Freshman and sophomore women attending the Institute are required to wear uniforms during the daily sessions. Men are required to wear white overalls and jumpers in the woodworking shops, and brown overalls and working shirts in the metal working shops.

All freshmen and sophomores are required to take physical training and must provide themselves with a gymnasium suit for the work.

Circulars of information regarding uniforms and gymnasium suits for women will be sent to all enrolled students.

THE DEMAND FOR GRADUATES

The demand for graduates of Stout Institute as teachers and administrators of industrial arts and household arts is steadily increasing year by year. Graduates have taught or are teaching in every state in the Union, with occasional exceptions, and in Canada and Porto Rico. There is an increasing demand for dietitians, lunchroom managers, institutional and social workers. While the officers of the Institute never guarantee positions to students upon graduation, they do everything in their power to assist graduates to positions they are qualified to fill.

The number of schools in which industrial arts and household arts are being taught is rapidly increasing and the demand for well-trained teachers of these subjects is greater than ever before.

The officers of the Institute are glad to recommend teachers to school officials who are seeking competent teachers or directors of vocational schools, of manual training, industrial arts, and household arts. In making recommendations reasonable caution is used to name candidates who by training, temperament, personality, and experience are adapted to the demands of the position to be filled. For the past few years The Stout Institute has been called upon to furnish more teachers than it has been able to supply or willing to recommend.

The authorities of The Stout Institute are making a special appeal to graduates of the two-year diploma course to return to this institution to complete the work leading to the Bachelor of Science degree. The demand for degree graduates in all grades of schools is becoming more insistent. It is contsantly becoming harder to place our two-year people, and the work now demanded in many schools requires the extra preparation.

STOUT STUDENT ASSOCIATION MEMBERSHIP

The Stout Institute offers a wide range for student activities in addition to the regular work of the school. Besides the regular classes in physical education for men and women, the Institute is represented each year by strong football, basketball, baseball, and track teams. Flourishing glee clubs, one for the men and one for the women, have been maintained for a number of years. The Men's Glee Club frequently makes a short road trip in the spring. The dramatic work of the men and women is combined in the organization called the Manual Arts Players. A permanent Lyceum committee is maintained, operating each school year a five or six number course of the very best talent available. The school paper, The Stoutonia, is published each Friday. The editorial, mechanical, and business management of this paper is handled by students. Numerous social affairs take place throughout the year in the school gymnasium. The school has had a strong band organization each year, membership in which is open to men and women.

All of these organizations through contests, concerts, plays, programs, contribute to the social life of the school. The management of admission, booking, and relationship with various student activities is through the Stout Student Association, the

officers of which are elected each fall at a regular, all-school election.

The membership charge, $8.00 payable annually in September at the office of the Stout Student Association, is levied by said association and gives to every student of the Institute admission to all athletic events, including football, basketball, baseball, all concerts by student music organizations, band, Men's Glee Club, Women's Glee Club, productions of the Manual Arts Players, all Lyceum entertainments under the supervision of the Student Association, all student dances given under the auspices of the Student Association, and a subscription to the student newspaper, The Stoutonia.

This fee is not compulsory, but it is paid freely by all students. This eliminates the student drives for the usual college activities except for the College Annual, the Tower, which is not included in the above charge, and the religious organizations.

The organization of the Stout Student Association has added much to the social atmosphere of the school. It has systematized and made harmonious all school activities and has virtually made unnecessary, if not undesirable, minor social clubs not recognized as essential to the better social activities of the student body.

SCHOOL SESSIONS, ENROLLING

The school year opens September 7, 1925, the first semester closing January 22, 1926. The second semester opens January 25, 1926, and closes May 28, 1926. Students should arrange to enter at the beginning of the school year if possible. When this cannot be done, students may enter at the beginning of the second semester or at the beginning of the summer session.

ADVANTAGE OF CONTINUOUS ATTENDANCE

By enrolling at the beginning of any summer session and remaining in continuous attendance, a student saves three-fourths of a year on the diploma course and a full year on the degree course.

All students contemplating attendance at Stout Institute should, if possible, make plans to secure the degree.

Address all correspondence regarding courses of study or general work of the Institute, to

President Burton E. Nelson,
The Stout Institute, Menomonie, Wisconsin.

GENERAL INFORMATION SUMMER SESSION, 1925

SUMMER TERM ENROLLING

The Twentieth Annual Summer Session of The Stout Institute opens June 22, 1925, and closes August 21, 1925. During the summer session, which is a nine weeks term, classes are held five days of the week, the week ends affording opportunity to make use of the recreational facilities of Lake Menomin, the Red Cedar river and vicinity. Several Institute events, such as the Summer Session Picnic, have, through popularity, become traditional.

In subjects requiring daily recitation during the eighteen week semesters, half credit is secured in the summer, except where two recitations per day make it possible to earn full credit in the summer. In subjects requiring two or three recitations per week during eighteen week semesters, full credit is earned during the Summer Session by lengthening class periods or increasing the number of periods per week.

No student is enrolled in the Summer Session for less than two courses. Students should enroll early, as many of the classes are limited in size and it is sometimes not possible to duplicate these classes. Preference is given to those who make early application. After the enrollment in a class has reached the number that can be taught with profit to the students no more are admitted. Classes will not usually be opened for less than six students.

COURSES ADAPTED TO A VARIETY OF NEEDS

Summer session classes are designed to meet the needs of various groups of people. Former students and graduates of the diploma course may take advanced work for credits toward a degree.

Supervisors and teachers of the industrial arts or household arts may strengthen their work in technique or in the field of education.

Housekeepers and others desiring instruction in cookery, dressmaking, millinery, or those who wish to prepare themselves for the management of public institutions will find courses to meet their needs.

Teachers of other subjects in elementary or high schools may fit themselves to teach shop work or homemaking.

Students and teachers planning to take any of the regular courses in The Stout Institute or now taking such work may shorten the time for completion of the course by attending the summer session.

TRAINING OF VOCATIONAL TEACHERS

The Stout Institute has been designated by the State Board of Vocational Education as the institution in Wisconsin to receive Federal aid under the Smith-Hughes law for the preparation of teachers for vocational schools.

ALONG THE LAKE SHORE

Special attention is given to the needs of the directors and teachers of vocational schools, who will find a wide range of courses designed to meet their requirements.

Many courses are well adapted for skilled trade workers wishing to take professional work which will qualify them as teachers in part-time continuation or vocational schools.

CHOICE OF COURSES

Students may elect courses, as far as the schedule of classes permits, and the student is prepared to do the work required. All students desiring to take more than ten credits will secure permission from the director. No change will be made from one course to another without the consent of the director of the department.

VACATION FEATURES

Menomonie is a very comfortable and attractive location in the summer, being surrounded by several bodies of water which provide ample boating and bathing facilities. The Red Cedar River, which flows through the city, is much used during the summer by parties in canoes, row boats, and launches. Boats

ON THE RED CEDAR RIVER NEAR MENOMONIE

are for rent at reasonable rates and students during the Summer Session may make very enjoyable trips during their stay in the city. Week-end outings are frequently made up the river to Cedar Falls. There is good fishing within ten minutes walk of the Institute buildings. An excellent golf court is made available to summer session students upon payment of the usual green fees.

DORMITORIES AND SUMMER EXPENSES

Tuition is free to all residents of Wisconsin. For others it is $31.00, one-fourth of the annual non-resident tuition for the regular session. The dormitory rate for the summer in Tainter

THE TRAIL UP THE RIVER

Hall and Tainter Annex is $75.00 for the summer term of nine weeks, which includes room, board and a limited amount of laundry. All freshmen and sophomore women under twenty-three years of age, not residents of Menomonie, are required to live in dormitories so far as the accommodations make that possible.

Lynwood Hall for the Summer Session will be reserved for men. The rate here will be $21.00 each for the nine weeks, two in each room. A special rate of $27.00 for the session will be made to those wishing to room alone.

Rooms in all dormitories are furnished with beds, mattresses, tables, chairs, dressers, rugs and window shades. Sheets and pillow cases are also provided and laundered. Students are advised to bring counterpanes or couch covers, towels and dresser scarves. Blankets are provided for summer school students.

Rooms may be occupied June 20th. The Stout Cafeteria and Tainter Hall will be open beginning with breakfast Sunday, June 21st. The cafeteria is available to all students other than those rooming at Tainter Hall or Annex. The service will be found excellent and prices low. Rooms and table board may be secured in the city at various rates, depending on location and quality of service.

SUMMARY OF COURSES

On pages 39 to 40 is given a summary of the courses offered during the Summer Session as well as of the

courses required for graduation. These courses are outlined and those given in the Summer Session are indicated. A schedule of classes for the Summer Session will be found on pages 41 and 42. The outline of the work in any course may be readily found by consulting the index.

FEES

A library fee of $2.00 will be required of all summer session students. For this fee textbooks will be provided for the use of students during the summer session, and they will also have use of reference books and periodicals in the reading room.

SHOP AND LABORATORY FEES

For any course receiving the same credit as is given for the work in the course during the regular session, the fees will be the same as those listed under these courses for the general session.

All fees are payable at the opening of the summer session.

SPECIAL EXAMINATION FEE

A fee of $2.00 is charged for each special individual ex-

AN ARM OF LAKE MENOMIN

amination given for the purpose of determining a student's credit. This does not apply to the regular class examination.

REFUNDS

No deduction will be made for tuition or fees for students entering late or leaving before the close of the session. No refund will be made in any case for fees. Students having to leave before the end of the summer session because of illness will be entitled to a refund for that portion of the tuition determined by the period of non-attendance. No refund will be made on account of room rent paid in advance until the room is again occupied.

For further information regarding the Summer Session, address:

Director of Summer Session,
The Stout Institute, Menomonie, Wisconsin

LIST OF COURSES OFFERED IN SUMMER SESSION 1925

VOCATIONAL AND PART-TIME EDUCATION GROUP—16 COURSES

For directors and teachers of State and Federal aided Vocational and Industrial Work.

Part-Time School Organization and Administration I–II
Organization of Part-Time Home Economics
Part-Time School Home Economics Methods I–II
Part-Time Shop Methods I–II
Vocational Guidance
Organization of Industrial Arts
Administrative Problems
Teaching Vocational and Industrial Classes
Principles of Education
History of Education
Teaching Home Economics
Lesson Plan and Job Sheet Making
Organization of Home Economics

INDUSTRIAL ARTS GROUP—40 COURSES

For teachers and supervisors of Industrial Arts and Manual Training in elementary and secondary schools, junior and senior high schools, and for vocational school-teachers.

Furniture Upholstery I
Electrical I, II
Printing I, II, III, IV
School Publications
Millwork I
Cabinetmaking I, II
Sheet Metal I, II, III
Woodturning I, II
Home Mechanics I
Radio I (Electrical IV)
Carpentry I
Pattern Making I, II
Machine Shop I, II, III
Foundry I
Auto Mechanics I, II, III
Drawing
  Elements of,
  Architectural I, II, III
  Machine I, II, III
Bricklaying and Concrete I, II, III
Woodfinishing I
General Metal Shop Installation I

HOUSEHOLD ARTS GROUP—38 COURSES

For teachers and supervisors of Household Arts in elementary and secondary schools, junior and senior high schools, normal schools, colleges, and vocational schools; for dietitians, and for institutional directors.

Color and Design I, II
Household Physics
Clothing I, II, III, IV, V, VI
I. Undergarment construction, hygiene, and economics
II. Blouse and skirt, designing, personal accounts
III. Cotton and silk dresses, dress accessories, budget
IV. Wool and linen dresses, professional work
V. Advanced clothing construction
VI. Clothing for children
Costume Design
Millinery
Food Economics
Textiles
Nutrition I, II
Foods I, II, III, IV, V
I & II. Elementary cookery, family service
III. A. Canning and preserving
B. Marketing, food preparation, and serving
IV. A. Advanced food preparation
B. Demonstration cookery
V. Problems in meal planning and serving for secondary schools
Cafeteria Management
Home Management
Chemistry
General
Food
Physiological
Qualitative Analysis
Textile Quantitative Analysis
Community Hygiene
Microbiology
Physiology and Hygiene
Problems in Child Feeding
Use of Laboratory Animals in Teaching Nutrition
Problems in Related Subject Matter in Clothing
Home Nursing and Child Care
Laundering
Home Furnishings and Decoration
Girls' Clubs and Their Organization

ACADEMIC AND SCIENCE COURSES FOR DEGREE AND DIPLOMA—30 COURSES

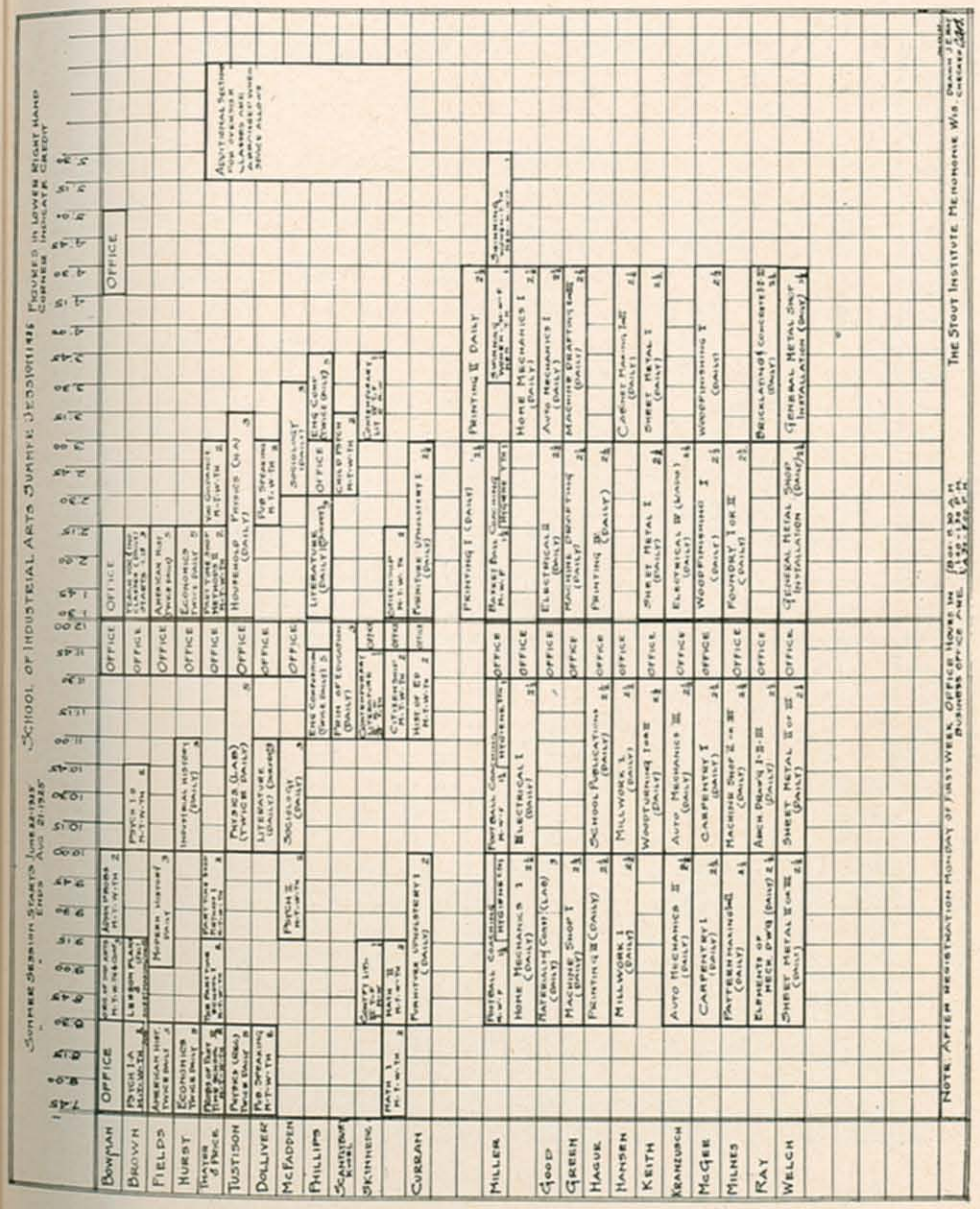
For Stout two-year course graduates and others studying for the Bachelor of Science Degree in Industrial Arts or Household Arts and for those studying for the diploma.

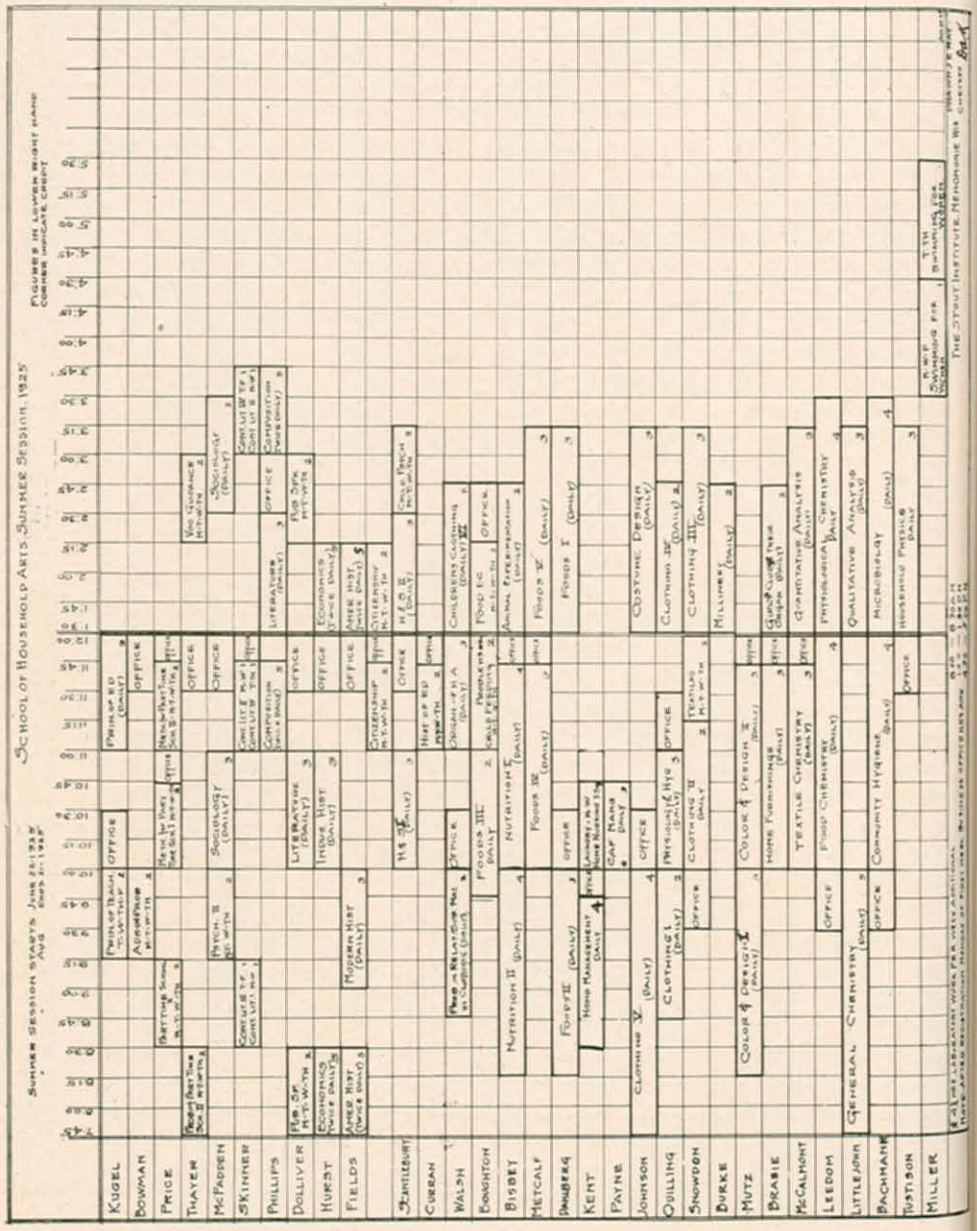
Psychology IA
Psychology IB
Psychology II
Psychology, Child
History, American
History, Modern
History, Industrial
Economics
Citizenship
Public Speaking
English Composition
Literature Survey
Contemporary Literature I, II, III, IV
Hygiene and Safety
Materials of Construction
Physics, Applied
Mathematics I, II
Sociology
Home and Social Economics I, II
Physiology and Hygiene
Girls' Clubs and Their Organization
Chemistry
General Inorganic
Food
Qualitative Analysis
Quantitative Analysis

PHYSICAL TRAINING—4 COURSES

For Athletic Coaches and others interested in athletic games and swimming.

Football Coaching
Basketball Coaching
Swimming for Men
Swimming for Women





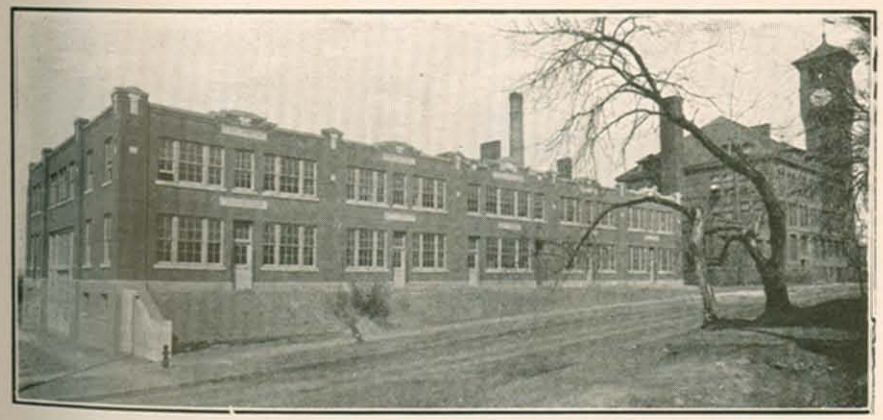
COURSES OF STUDY—1925-1926

Degree and Diploma

The Degree of Bachelor of Science in Industrial Arts is conferred upon students completing the four-year Industrial Arts course and the Degree of Bachelor of Science in Household Arts is conferred upon students completing the four-year Household Arts course.

The work required in the first three years constitutes the diploma course. Upon completion of this course, the diploma is granted. The diploma entitles the holder to a state license to teach either Industrial Arts or Household Arts in the public schools of the state for two years. Upon the presentation of evidence of two years of successful teaching a life certificate is issued by the State Board of Examiners.

Upon the completion of the work formerly required for the two year diploma a certificate may be secured. This certificate indicates only the completion of courses and will be granted in



TRADE BUILDING AND INDUSTRIAL ARTS BUILDING

Trade Building containing shops for carpentry, millwork, cabinetmaking, auto mechanics, bricklaying, sheet metal, elementary woodwork, wood-finishing, architectural and machine drawing. The Industrial Arts Building in background, which contains the forge shop, machine shop, foundry, woodturning, patternmaking, printing, electrical work, home mechanics, physics laboratories, recitation rooms, exhibit rooms and department offices.

only such cases where the certification is needed. In a few states two years of work are still accepted as a basis for temporary teaching license.

Completion of the vocational special course is recognized by the issuance of the vocational special certificate. This vocational special certificate is made the basis for the issuance of the license by the State Department of Vocational Education of Wisconsin and permits the holder to teach in the vocational schools of the state.

ADVANCED CREDIT

Advanced credit will be given for equivalent work done in colleges of recognized standing. The question of equivalency will be determined by the faculty committee on advanced credit.

Students seeking credit for work done in other institutions must present evidence of honorable dismissal from such institutions, and a certified record from the institution showing the number of semester hours work in each subject, together with a copy of the catalog, of the institution showing the courses taken.

The hours indicated are semester hours required.

One hour of recitation or two hours of shop or laboratory work, with such outside preparation as may be necessary, once a week for eighteen weeks, constitutes a semester hour.

SCHOOL OF INDUSTRIAL ARTS

Four-Year Course

Leading to the Bachelor of Science Degree in Industrial Arts, teacher's diploma, and special state license.

First Year

Shop Work and Drawing	20
Educational Psychology	5
English Composition	5
Contemporary Literature	1
American History	5
Physical Education	2
	38

Second Year

Shop Work and Drawing	20
Principles and Organization of Industrial Arts	3
Teaching Industrial Arts	3
Mathematics	4
Contemporary Literature	2
Public Speaking	2
Hygiene and Safety	1
Citizenship	2
Physical Education	1
	38

Third Year

Shop Work, Drawing, or Design	10
Psychology II	2
Vocational Education	2
Literature Survey	2
Advanced Composition	2
Modern History	3
Vocational Guidance	2
Observation and Practice Teaching	4
Sociology	3
Physics	5
	35

Fourth Year

Shop Work and Drawing	5
Administrative Problems	2
Materials of Construction	3
Industrial Chemistry	5
Economics	5
Contemporary Literature	2
Industrial History	3
Principles of Education	3
History of Education	2
Elective Academic Courses	5
General Science	5
Child Psychology	2
The Part-Time School I	2
The Part-Time School II	2
Part-Time Shop Methods	2
Contemporary History	5
	35

Three-Year Diploma Course

Leading to teacher's diploma and special state license.

First Year

Shop Work and Drawing	20
Educational Psychology	5
English Composition	5
Contemporary Literature	1
American History	5
Physical Education	2
	38

Second Year

Shop Work and Drawing	20
Principles and organization of Industrial Arts	3
Teaching Industrial Arts	3
Mathematics	4
Contemporary Literature	2
Public Speaking	2
Hygiene and Safety	1
Citizenship	2
Physical Education	1
	38

Third Year

Shop Work, Drawing, or Design	10
Psychology II	2
Vocational Education	2
Literature Survey	2
Advanced Composition	2
Modern History	3
Vocational Guidance	2
Observation and Practice Teaching	4
Sociology	3
Physics	5
	35

Two-Year Certificate Course

Leading to certificate indicating work completed.

First Year

Shop Work and Drawing	20
Educational Psychology	5
English Composition	5
Contemporary Literature	1
American History	5
Physical Education	2
	38

Second Year

Shop Work and Drawing	20
Principles and Organizations of Industrial Arts	3
Teaching Industrial Arts	3
Observation and Practice Teaching	4
Contemporary Literature	2
Public Speaking	2
Hygiene and Safety	1
Citizenship	2
Physical Education	1
	38

Two-Year Vocational Special Certificate Course

(Open to Journeymen)

First Year		Second Year	
Vocational Psychology I	5	Sociology I	3
English Composition	5	Contemporary Literature I	1
Principles and Organization of Industrial Work	3	Administrative Problems	2
Hygiene and Safety	1	General Science	5
Citizenship	2	Economics I	5
Methods of Teaching Shop Subjects in the Part-Time School I, II	4	Industrial History	3
The Part-Time School I	2	Vocational Education	2
Drawing, Design, or Additional Shop Courses	10	Vocational Guidance	2
Physical Education (Elective)	1	Problems of the Part-Time School II	2
	33	Problems in Teaching of Shop Subjects III	2
		Mathematics 1 and II	4
		Physical Education (Elective)	2
			33

The twenty hours of shop work and drawing in the first year consist of eight courses in the following:

Elements of Woodwork
Sheet Metal
Electrical Work
Woodturning
Machine Shop
Printing
Elements of Mechanical Drawing

The shop work in the second, third, and fourth years consists of work in combinations selected from the following:

Carpentry
Millwork
Cabinetmaking
Masonry
Home Mechanics
Auto Mechanics
Woodfinishing
Pattern Making
Architectural Drawing
Machine Drawing
Foundry
Radio
General Metal Working
Advanced Sheet Metal
Advanced Electrical
Advanced Woodturning
Advanced Machine Shop
Advanced Printing

In the selection of shop work in the second, third, and fourth years, students are furnished analyses of calls for teachers showing the combinations usually in demand.

Students in the School of Industrial Arts make the decision at the beginning of their second year in the selection of the certificate, diploma, or degree course.

SCHOOL OF HOUSEHOLD ARTS

Four-Year Course

Leading to the Bachelor of Science Degree in Household Arts, teacher's diploma, and special state license to teach Home Economics, Physiology, Hygiene, and General Science.

First Year		Second Year	
Inorganic Chemistry	8	Microbiology	4
Educational Psychology	4	Food Chemistry	4
English Composition	5	Household Physics	3
Contemporary Literature	1	Food Economics	2
Physiology and Hygiene	3	Home Nursing and Child Care	2
Clothing I and II	4	Color and Design I	3
Foods I and II	6	Costume Design	3
Textiles	2	Home and Social Economics I	3
Home Furnishing and Interior Decoration	3	Foods III	3
Physical Education	2	Clothing III	3
	38	Modern History	3
		Contemporary Literature	2
		Laundering	1
		Physical Education	2
			38

Third Year		Fourth Year	
Psychology II	2	History of Education	2
Organization of Home Economics	3	Principles of Education	3
Teaching Home Economics	3	Observation and Practice Teaching	4
Vocational Education	2	Special Methods	1
Nutrition I	4	Home and Social Economics II	3
Home Management	4	Contemporary History	5
Advanced Composition	2	Literature Survey	2
Educational Sociology	3	(Textile Chemistry	3
Community Hygiene	4	(Clothing V	4
(Art History	2	(Color and Design II	2 9
(Millinery	2	or	
(Clothing IV	2	(Physiological Chemistry	4
or		(Nutrition II	4
(Problems in Child Feeding	2	(Foods V	3 11
(Animal Experimentation	2	Electives to make up 36 credit hrs.	
(Foods IV	2 6		
Elective	3		
	36		

Note: Students must decide at the end of the second year whether the major will be Foods and Nutrition or Clothing and Textiles. Those who wish the vocational certificate must elect courses in vocational education. The following courses are available as electives:

The Part-Time School	2	Economics	5
Methods of the Part-Time School I	2	Industrial History	3
Methods of the Part-Time School II	2	Food Analysis	3
Vocational Guidance	2	Cafeteria Management	3
Administrative Problems	2	Girls' Clubs and Their Organization	2
Psychology of Childhood and Youth	2	Children's Clothing	2
Public Speaking	2	Problems in Related Subject Matter in Clothing	2
Citizenship	2		

Three-Year Course

Leading to teacher's diploma and special state license to teach Home Economics.

First Year

Inorganic Chemistry	8
Educational Psychology	4
English Composition	5
Contemporary Literature	1
Physiology and Hygiene	3
Clothing I and II	4
Foods I and II	6
Textiles	2
Home Furnishing and Interior Decoration	3
Physical Education	2
	38

Second Year

Microbiology	4
Food Chemistry	4
Household Physics	3
Food Economics	2
Home Nursing and Child Care	2
Color and Design I	3
Costume Design	3
Home and Social Economics I	3
Foods III	3
Clothing III	3
Modern History	3
Contemporary Literature	2
Laundering	1
Physical Education	2
	38

Third Year

Psychology II	2
Vocational Education	2
Organization of Home Economics	3
Teaching Home Economics	3
Observation and Practice Teaching	4
Special Methods	1
Nutrition I	4
Home Management	4
Educational Sociology	3
Advanced Composition	2
(Art History 2	
(Millinery 2	
(Clothing IV 2	
or	
(Problems in Child Feeding 2	
(Animal Experimentation 2	
(Foods IV 2	6
Elective	2
	36

Two-Year Course for Dietitians

Leading to certificate indicating work completed.

First Year

Inorganic Chemistry	4
Physiology and Hygiene	3
Clothing I and II	4
Foods I and II	6
Textiles	2
Educational Psychology I	4
Food Chemistry	4
Composition	5
Contemporary Literature	2
Food Economics	2
Physical Education	2
	38

Second Year

Microbiology	4
Foods III and IV	5
Home Management	4
Physics	3
Laundering	1
Home and Social Economics I	3
Nutrition I	4
Home Nursing and Child Care	2
Cafeteria Management	3
Community Hygiene	4
Home and Social II	3
Physical Education	2
	38

OUTLINE OF COURSES

NOTE:
1st Sem.—Course offered the first semester.
2nd Sem.—Course offered the second semester.
S. S.—Course offered in summer session.

COURSES IN EDUCATION

EDUCATIONAL PSYCHOLOGY I

Fundamental principles of psychology and their application to the problems of the classroom constitute the work of this course. The psychology of attention, habit and will are the phases which receive special attention. Principles, both of psychology and pedagogy, are studied and discussed in terms of definite application to concrete teaching problems.

1st Sem.; 2nd Sem.; S. S. Credit: 5

EDUCATIONAL PSYCHOLOGY II

The student will be asked to keep in mind the fundamental principles taken up in Psychology I. These will be studied in relation to their social and educational significance. Specific modes of conduct will be studied as results of specific mental functioning and as indices of quite definite mental or social development. The results of such studies will form the basis for working out problems of attack in educational and social development. Prerequisite: Psychology I or its equivalent.

1st Sem., S. S. Credits: 2

PSYCHOLOGY OF CHILDHOOD AND YOUTH

In this course the mental life of a child, as distinguished from the mental life of an adult, is taken up. Among the subjects to be discussed are: sensation as a basis for consciousness; characteristics of children's imagination; proper mental food for children, and how the character of this food must change with each

stage of development; children's ethics. Prerequisite: Psychology I or its equivalent. 2nd Sem.; Credits: 2

ORGANIZATION OF INDUSTRIAL ARTS

Emphasis in this course is placed upon problems confronting the industrial arts teacher in analysis, selection, and teaching. Special stress is placed upon the analysis and selection responsibilities. Different industrial occupations are analyzed and typical try-out, advanced or unit courses are planned for specific classes. Studies are made of the various activities of the industrial arts teacher in organizing the material for teaching. Studies are made of the business side of equipping and maintaining industrial arts and vocational departments.

Special attention is given to the place of industrial work in full time and part time schools—the emphasis on the specific responsibilities of the industrial teacher in the 6–3–3 plan. Six book reports and two occupational analyses are required in addition to the reading preparation for class recitation.

1st Sem.; 2nd Sem.; S. S. Credits: 2

METHODS IN INDUSTRIAL ARTS

Each industrial arts student upon beginning his sophomore year selects his major and minor shop and drawing courses. These two lines of work form the core of his second year shop work. In conjunction with the work in Organization of Industrial Arts the student carries through a definite series of conference assignments in his major and minor work. He meets in conference once a week for eighteen weeks. His assignments of work are in sequence and require a specific study and record of sound procedure in analysis, selection, and teaching peculiarly fitted to his major and minor lines of work.

1st Sem.; 2nd Sem.; S. S. Credits: 1

TEACHING INDUSTRIAL AND VOCATIONAL SUBJECTS

The purpose of this course is to bring about a definite realization of the principles of teaching and their application to industrial arts and vocational subjects. The effective organization of subject matter for daily class or shop teaching and the methods of presentation are the phases on which stress is placed. Attention is also called to shop and class management as a factor in efficient instruction.

The scope of the course is as follows: first, a clear, concise statement of the problem of teaching in which the function of the school and the teacher is shown; second, the factors that enter into the teaching process and which must be taken into account by the teacher; third, the fundamental laws of teaching and their application to the industrial arts and vocational school problems; fourth, types of lessons and suggestions offered by each to the industrial arts teacher; fifth, classroom and shop methods, including the organization of subject matter for instructional purposes and the assignment and distribution of students and work during the class period; sixth, standards for testing results of classroom or shop procedure covering systems of grading and the determination of the worth of subject matter and method. 1st Sem.; 2nd Sem.; S. S. Credits: 3

TEACHING HOME ECONOMICS

The purpose of this course is to give students an understanding of the fundamental principles and general theory involved in method and to make the application of these to the field of Home Economics teaching.

The course begins with the study of the school and the teacher in relation to the process of education. Then are studied the following topics: The factors conditioning the teaching process which must be understood by the teacher; the fundamental principles involved in teaching; the teaching process and its importance; types of lessons, with especial emphasis upon the principles concerned in motor training, problems solving, lessons for appreciation, socializing exercises, and the application of these to Home Economics teaching; home economics tests and scales; the use of texts in Home Economics and an analysis and study of several well known ones; grading; class and laboratory management. Prerequisite: Educational Psychology I.

2nd Sem.; S. S. Credits: 3

OBSERVATION AND PRACTICE TEACHING

As a requirement for graduation from the Industrial Arts Department, every student must have at least eighteen weeks of

practice teaching. Proof of successful teaching experience may, at the discretion of the head of the department, reduce this requirement. The practice teaching schedule is arranged in periods of nine weeks' duration, thus permitting students to gain experience in two or more different lines of work if it is so desired. All practice work is in connection with the public school system and the local vocational school and covers a wide range of work. The teaching is done under the direct supervision of the special teacher of the subject in which the instruction is given. Before taking charge of any class the student teacher must prepare and submit for criticism a lesson plan indicating the proper order of procedure for each day's work.

Before beginning practice teaching, and as a preparation for it, the student systematically observes the work of experienced teachers. Every teacher in the Institute bears in mind that it is his work to train his students to teach, as well as for him to do good teaching. In doing this, he calls attention to his mode of presentation of subject matter; to the pedagogical principles he applies in his class work, and to the manner in which the application is made; and to what modifications in methods of applying these principles must be made to adapt the instruction to the capabilities of less mature students. The student, as he comes in contact with different teachers, and in his class work in different subjects, is thus consciously observing the work of skilled teachers and studying the art of teaching, through the concrete application of important pedagogical principles in the teaching of a wide range of subjects.

As a requirement for graduation from the Household Arts Department, every student must have from twelve to eighteen weeks of practice teaching, including both food and clothing work. The teaching is preceded by a series of observation lessons which form the basis for discussion in the observation class.

The teaching is done in the Menomonie public, parochial and vocational schools and ranges from fifth grade sewing to fourth year high school dietetics and household management.

The work in this department is planned, directed, and supervised by two supervisors of practice teaching. Detailed lesson plans are required for each lesson taught and these must be approved by the supervisor before the lesson is given. Personal consultation and conferences between the student teacher and the

supervisors after each lesson, strengthen the work and give direction and guidance when it is most needed. This work is open to students classified as Juniors or Seniors.

1st Sem.; 2nd Sem. Credits: 4

A TEACHERS' COURSE IN SPECIAL METHODS

This course is required of all students who desire to teach home economics and parallels their observation and practice teaching. It includes the study of aims, an analysis of subject matter, and a discussion of methods of presentation and laboratory procedure directly applicable to the practice classes. Actual experiences in the classroom are reported upon and evaluated to give each student a broader understanding of the objectives and attainments realized in the various grades.

1st Sem; 2nd Sem. Credit: 1

THE PART-TIME SCHOOL—I

This will be a general acquaintance course in the history, theory, purpose, organization, administration and curriculum of the part-time school in Wisconsin and elsewhere. An attempt will be made to orient the student in the field of the part-time movement in order that he may bring to his special advanced courses a broader conception of their application. Toward this end consideration of (1) the philosophy of the part-time school and its short-time contact; (2) the history of the development of part-time education both in Europe and in America, with special attention given to that of Wisconsin; (3) the different types of part-time education such as the general continuation and the various forms of vocational work including apprentice and co-operative training; (4) the federal and state laws influencing the part-time school and the administrative boards, federal, state and local, charged with their enforcement; (5) the type of pupils in the part-time school, their present status and their future needs as citizens; (6) the content of the curriculum in light of the above; (7) the desirable characteristics of the part-time school teacher; (8) the surveys of the (a) school population and (b) the industrial situation in the community and (9) the internal organization of the school and its staff as a result of this survey. 1st Sem; S. S. Credits: 2

PROBLEMS OF THE PART-TIME SCHOOL II

This course will be open only to those students having had "The Part-Time School" or a similar course and in addition one year or more experience teaching in the part-time school. Among those topics considered will be (1) classification of pupils; (2) attendance, including tardiness, absence and make-up; (3) the work of the coordinator; (4) home contacts; (5) the securing of discipline (6) extra curricular activities such as social and dramatic clubs, glee clubs, etc.; (7) health problems within the school and the student body; (8) report cards, certificates and diplomas; (9) office and classroom records; (10) gathering and use of statistics; (11) departmental and general budgets and costs; (12) planning and caring for equipment; (13) the use of the lesson plan and job sheet method of teaching; (14) the work of the part-time itinerant teacher; (15) building the program (16) organization and supervision of the evening school; (17) the promotion of the part-time school in the community; (18) internal co-operation, between the director and his staff; (19) cooperation with outside organizations and (20) cooperation with the Rehabilitation Division and the Industrial Commission. 2nd Sem.; S. S. Credits: 2

METHODS OF TEACHING SHOP SUBJECTS IN THE PART-TIME SCHOOL I

Recognized principles of teaching will be applied to typical shop situations as found in the part-time school, taking into consideration the peculiarities of *time* and *organization*. These methods of teaching will be based upon the psychological aspects of learning as applied to both shop and related subjects. Among the topics considered will be (1) the use of the lesson plan and job sheet; (2) the demonstration, both for the whole class and for the smaller group; (3) individual practice, the follow-up on the demonstration; (4) assignment of reading and observation; (5) the notebook and note taking; (6) the lecture or class talk; (7) reports by pupils (8) questioning (9) checking and testing, examinations; (10) the use of models, charts, graphs and diagrams; (11) the use of pictures of various kinds; (12) shop hygiene and safety (13) management, routine, detail and discipline; (14) tool room procedure; (15) the maintenance of tools, apparatus and equipment and (16) the selection, care and purchase of supplies. 1st Sem.; S. S. Credits: 2

METHODS OF TEACHING SHOP SUBJECTS IN THE PART-TIME SCHOOL II

A selection will be made from the work done by the individual students in their work in Principles and Organization of Industrial Arts of eighteen (18) unit jobs which would be suitable for teaching in the typical part-time school. After this selection has been approved each student will complete for each one of his eighteen unit jobs, (1) a lesson plan, (2) a job sheet and (3) a drawing of the type best suited to the specific job. After these units of work have been approved permission will be given to all the students to exchange copies of their work; by this means each man may secure a most complete set of teaching material ready for immediate use in the part-time school as well as the ability to prepare such material.

2nd Sem.; S. S. Credits: 2

METHODS OF TEACHING SHOP SUBJECTS IN THE PART-TIME SCHOOL III

(Problems in the Teaching of Shop Subjects)

This course will be open only to those men having one year or more experience teaching in the part-time school. Consideration will be given to the specific problems presenting themselves to the members of the class and to the instructor as he observes them in his visitation of the part-time schools of Wisconsin and nearby states. This class will be conducted as a discussion group; the topics introduced will serve as a basis for the interchange of the experience of the members of the class supplemented by assigned work and individual reports.

2nd. Sem. Credits: 2

THE TEACHING OF HOME ECONOMICS SUBJECTS IN THE PART-TIME SCHOOL I AND II

This course consists of an analysis of the home-maker's job into its various elements, including meal planning, preparation

of food, meal service, invalid cookery, care and feeding of children, child training, selection of clothing, care of clothing, repair of clothing, making of clothing, laundering, house planning, home furnishing and care, home nursing, etc.; the organization of the curriculum into units of instruction based upon the phases of home-making; the selection of content in each unit; the working out of units in detail as a demonstration of the method to be used in organizing and presenting material. The study of methods includes individual and group instruction; analysis of teaching units; unit lessons, lesson plans, job sheets, assignments, presentation, texts, illustrative material, educational exhibits, field trips, home practice, home projects, and supervised study.

1st Sem.; 2nd Sem.; S. S. Credits: 2 ea. Sem.

VOCATIONAL EDUCATION

The emphasis in this course is placed upon the growth and development of industrial education and upon studies of specific types of schools, their purposes, and organization. Lectures, assigned readings, and individual reports are utilized to these ends. The outline of the work covered is as follows: (1) History and development of the industrial education movement in the United States, including the influence of European systems, causes for its rapid growth in the United States, defining of terms growing out of the development, and anaylses of the various purposes of the different movements; (2) Study of specific types of schools, their purposes and organization, including the trade, general industrial, part-time, apprentice, corporation, cooperative, junior and senior high schools, with their resultant demands on the industrial teacher and his training; (3) Analysis of industrial organization to orient vocational school work, and the vocational guidance implications; (4) Recent progress in vocational education as indicated in an analytical study of typical current practice; state and national legislation, and surveys.

1st Sem. Credits: 2

VOCATIONAL GUIDANCE

This course will give (1) the rise and development of the movement, with some attention given to foreign progress; (2) a study of surveys and their application to the problem; (3) an analysis and evaluation of the use of intelligence and trade tests; (4) a careful consideration of personnel functions and administration, both in education and in business and industry and (5) the preparation and classification of occupational information for use in guidance and placement. This material will be presented through assigned reading, lectures and the preparation of term papers.

2nd Sem.; S. S. Credits: 2

PRINCIPLES OF EDUCATION

This course is intended to serve as an introduction to, and an evaluation of contemporary educational theory and practice. The work consists of reference reading, reports and discussions on the various aims of education; analyses of different subjects with reference to educational values; place of subjects in the curriculum; the organized and unorganized educational agencies, their contact with the individual and the manner in which he is most helpfully affected by them; present day criticisms of education; contemporary educational reforms and practices.

1st Sem.; S. S. Credits: 3

HISTORY OF EDUCATION

This course is intended to give teachers the background for a better understanding of present day education. A large portion of the course deals with the development of education in America but enough time is given to European school systems since the Middle Ages to furnish a proper setting for the work as it developed in this country. Throughout the course the emphasis is placed on the relations between educational development and social, political and industrial conditions rather than upon isolated facts.

The following topics are suggestive of the work covered:—development of elementary schools in the Middle Ages; elementary school curricula and methods before the nineteenth century; transition to secular point of view in educational theory; influence of Rosseau, Froebel, Pestalozzi, Herbart, Fellenberg, and Salamon; the Latin Grammar Schools of England and America; development of academies in England and America;

the educational revival and the work of Horace Mann; development of public high schools, evening schools, vocational schools, and special schools.

1st Sem.; 2nd Sem.; S. S. Credits: 2

ADMINISTRATIVE PROBLEMS

This course includes a survey of the problems of educational administration of interest and value to executives and teachers in vocational education and practical arts. The following topics represent the types of work covered: Systems of organization in public schools and higher institutions indicating the operating responsibilities and functional assignments; the measurement of efficiency of teachers and supervising staffs with methods of improvement of teachers in service; maintaining and developing the teacher's professional skill in analysis, selection, and teaching; the furthering and perfecting of the functioning of the school system with the community through continuous survey; the school budget and financial administration; the maintaining and controlling of buildings and equipment.

2nd Sem.; S. S. Credits: 2

ORGANIZATION OF HOME ECONOMICS

The topics considered in this course are: the aims and purposes of Home Economics work in the schools; place in the curriculum; relation to various schemes of school organization, such as elementary, junior and senior high, rural, and part-time schools; courses of study in different types of schools, based on the aims of the school and the needs of the girl; equipment, its selection, purchase, cost and care; cost of maintenance of department; business management. The special teacher is considered from the point of view of her training, personality, relations with other teachers and with other people in the community, attitude toward principal and superintendent. The work consists of lectures and class discussions.

Prerequisite: Educational Psychology I

1st Sem.; 2nd Sem. S. S. Credits: 3

COURSES IN ECONOMICS AND SOCIOLOGY

ECONOMICS

The aim of this course is to acquaint the student with the basic principles of economics in order that he may have a more intelligent understanding of the actual application of economics to present day economic and industrial problems. Emphasis is given to this phase of the work. The more important topics taken up are: the place of economics in the social sciences; the goal of economic endeavor; the basis of economic study; the nature and scope of economics; evoluation of economic society; consumption; production; value and price; monopoly; the trust problem; money and banking; distribution; industrial organization; wages, labor problems; industrial legislation; attempts to adjust industrial inequalities; modern economic progress.

2nd Sem.; S. S. Credits: 5

EDUCATIONAL SOCIOLOGY

The aim of this course is to secure such knowledge of sociological principles as will enable the student to study intelligently the present conditions in society falling under these principles. This will involve the study of conditions under which society has developed and how these conditions have been modified in the past and may be still further modified in the future for the betterment of the individual in society. Prerequisite: Citizenship.

2nd Sem.; S. S. Credits: 3

CITIZENSHIP

The aim of this course is to develop a knowlege of what is essential for high quality American citizenship. It will consider not only the privileges and opportunites resulting from citizenship but will take into account and emphasize the reciprocal duties and obligations involved in citizenship. As ours is a gov-

ernment by the people, the individual's responsibility in this government will be studied with care. As ours is a government of the people and for the people, the rights of the people under that government will also be considered. Local government is stressed, but it is not forgotten that our national government is still active and operating.

1st Sem.; 2nd Sem.; S. S. Credits: 2

HOME AND SOCIAL ECONOMICS

The following courses aim to interpret to students their opportunities and responsibilities as modern women. They supply a certain historic background, together with necessary current data, and deal with personal and social problems.

I—The Family and Society

The object of this course is the development, through reading and discussion, of practical ideals of living as especially related to the family group. With this end in view the family is studied in its primitive forms and traced through history up to modern times. The modern family is studied sympathetically, and at the same time subjected to a critical analysis. Current social movements making for the betterment of these conditions are considered, such as those resulting in appropriate legislation, the establishment of special courts, education for home-making, and the development and popularization of adequate ideals.

1st Sem.; 2nd Sem.; S. S. Credits: 3.

HOME AND SOCIAL ECONOMICS II

The Child, The Home and Society

This course is designed to give an appreciation and understanding of child life, first from the standpoint of society and the larger needs and rights of all children, and then in relation to the home, and the child's life within the home. A study is made of current movements for child betterment, including such agencies as the Children's Bureau, the Child Welfare Bureau, the Child Health Organization, child labor legislation, juvenile courts and playgrounds, the nursery school movement, and recent experimental work along educational lines with children of pre-school age. The function of the mother as an educator and companion is considered as well as the importance of wise parenthood and the need of training for parenthood. Throughout the course an added appreciation of childhood is given an opportunity for development, through non-technical literature as well as the more technical reference material, and also through individual problems, and a limited amount of group work. Actual contact is made with child life, often in the children's homes, through story hours, amusement problems, caretaking, or in some cases health and behavior problems.

1st Sem.; 2nd Sem.; S. S. Credits: 3

GIRLS' CLUBS AND THEIR ORGANIZATION

This course deals with those problems involved in the successful organization and effective guidance of the work of junior girls' clubs. The following general subjects will be studied:—qualifications for leadership, the needs and interests of adolescent girls, ideals and plans of work of established national organizations such as Girl Scouts, Girl Reserves, and Camp Fire Girls, and the added opportunities for the teacher in this kind of extra-curricular contact with girls.

Students will be expected to purchase manuals and some reference material and to share expenses incurred in camping cookery and camp activities.

S. S. Credits: 2

COURSES IN SCIENCE AND MATHEMATICS

MATHEMATICS

In Mathematics I, such portions of geometry, algebra, and logarithms as are useful to the teacher of Industrial Arts are studied and then application in industrial operations taught. Instruction is also given in the use of the slide rule.

It is the object of Mathematics II not only to master the principles of plane trigonometry, but to use these laws in the solution of shop problems. 1st Sem.; S. S. Credits: 4

APPLIED PHYSICS

The aim of this course in applied physics is to make practical application of the principles of physics to industrial lines of work. These principles are demonstrated and worked out through laboratory work and the use of commercial apparatus and machinery in actual operation.

Fee: $4.00 Sem. 2nd Sem.; S. S. Credits: 5

The well equipped physical laboratory is used by the men for applied physics and the women for household physics. Special equipment is available and is being constantly added for the study of practical phases of physics in the shop and the home.

HOUSEHOLD PHYSICS

The purpose of this course is to teach the principles of physics applicable in the use and care of the equipment of homes, schools, and institutions. The course will deal with water supply, plumbing, sewers, heating, ventilation, refrigeration, gas supply, stoves, lamps, electric lighting, cooking and heating, telephone, elevators and dumbwaiters, machinery for dishwashing, laundry and cleaning, fire extinguishers and general repairs.

Fees: $3.00 Sem. 1st Sem.; S. S. Credits: 3

INDUSTRIAL CHEMISTRY

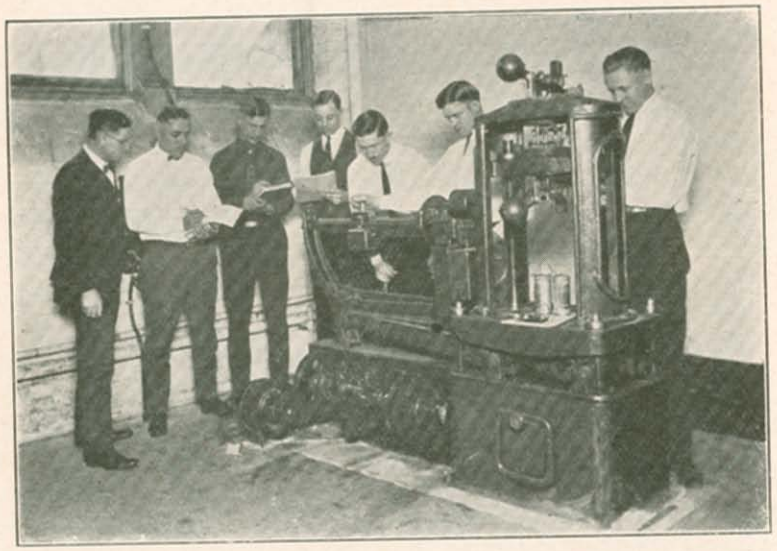
This course treats the subject from the practical standpoint and through lectures, demonstrations, and laboratory work endeavors to present scientific information pertaining to the common industrial materials. Following a brief study of the fundamentals of chemistry, a study is made of the composition and characteristics of the various irons and steels, the corrosion and oxidation of metals; the composition and setting reactions of mortar and cement, changes in cement and concrete due to heat and other causes; chemistry of paints, oils, stains, and varnishes; tests of lubricating oils and compounds, treatment and preservation of rubber and leather belting; composition of various kinds of glue; the chemistry of the storage battery, and the composition, decay and preservation of wood.

Fee: $4.00 Sem. 1st Sem.; S. S. Credits: 5

MATERIALS OF CONSTRUCTION

The work in this course is organized around the materials of the machine and building trades. Standard and special tests are carried out with the following materials: various grades of iron and steel; building materials such as cement, concrete, stone, and brick; woods of various kinds; types of construction involving wood and metal; holding power of glues, screws, nails, and other fasteners; foundry materials such as molding and core sands and binders; rubber, leather, and cotton belting.

2nd Sem.; S. S. Credits: 3



A class in materials of construction operating the testing machine carrying out studies of type materials used in all forms of construction.

INORGANIC CHEMISTRY I

In this course it is proposed to teach the chemical viewpoint of matter, to give definite meaning to necessary technical terms, and to teach accuracy in scientific work. The course includes the fundamental theories and laws concerned in chemical reactions; the study of the non-metalic elements; the properties of a few metals, especially those whose compounds are in common use, and those which are used as utensils for the household; and the application of chemical principles to the field of household arts. Laboratory experiments supplement the recitation work. The laboratory manual has been compiled to emphasize the above features. A course in high school chemistry is very desirable.

Fee: $5.00 Sem. 1st Sem.; 2nd Sem.; S. S. Credits: 4

INORGANIC CHEMISTRY II

QUALITATIVE ANALYSIS

The aim of this course is to give the student the power of determining, in a qualitative way, the constituents in any ordinary material that might come into the home, school, or laboratory. The course is chiefly laboratory work, with some recitations and lecture work to emphasize and drill on particular points. Emphasis is placed on technique and a thorough understanding of the chemical principles involved in chemical analysis. A brief outline of the course includes: qualitative analysis of the groups of metals; unknowns from the groups of metals; qualitative analysis of the organic materials found in foods or their preparation. Prerequisites: Inorganic Chemistry I and Food Chemistry.

Fee: $10.00 Sem. 2nd Sem.; S. S. Credits: 3

FOOD CHEMISTRY

The purpose of this course is to give the fundamental chemical knowledge necessary for an understanding of household processes involved in cleaning and in cookery and the chemical composition of foods. The course consists of recitation and laboratory work. A brief outline of the course includes: hydrocarbons, as related to fuels and dry cleaning; alcohols, especially the one involved in bread making; acids, as related to the study of fats, vinegar, fruits, and vegetables; esters, as used for flavorings; fats, carbohydrates, and proteins, as to occurrence, composition, and reactions; disinfectants; preservatives; patent medicines. Emphasis is constantly placed on the practical and professional side of the study. The points brought out in class discussions have applications to high school cookery, food study, and chemistry, as well as to household management, physiology, and home nursing. Prerequisites are courses in Inorganic Chemistry 1, and Foods I.

Fee: $5.00 Sem. 1st Sem.; 2nd Sem.; S. S. Credits: 4

QUANTITATIVE ANALYSIS

This is a course in quantitative analysis with special reference to teaching standard volumetric and gravimetric methods. These methods are applied in the ordinary examination of types of food products. Included in the analysis are milk, cream, syrups, oils, and fats. Prerequisites: Qualitative Analysis.

Fee: $10.00 2nd Sem.; S. S. Credits: 2

PHYSIOLOGICAL CHEMISTRY

This course presents the essential chemical facts pertaining to life processes. The composition and nutrition of the physical units of organization, i. e. cells, are studied in connection with processes of maintenance, repair, and growth in plants and animals. The laboratory work includes experiments and demonstrations on fermentation; respiration; salivary, gastric, pancreatic, and intestinal digestion; absorption; tissue composition and function; excretion; and a qualitative urinalysis. Prerequisites: Inorganic Chemistry 1, and Food Chemistry; Qualitative Analysis.

Fee: $6.00 1st Sem.; S. S. Credits: 4

TEXTILE CHEMISTRY

This course includes the identification by means of the microscope of fibres and substitute materials, the chemical examination of fibres, including tests to determine content of cloth, and adulteration; the classification and application of dyestuffs; home problems in dyeing; the quantitative determination of

Textile chemistry laboratory with students at work testing, dyeing, and determining the purity of textile fabrics and fibres. Students whose major subject is clothing are required to take this work; others may do so.

adulterants; the removal of stains; and the proper use of materials in relation to cleansing and laundering.

Lecture work and recitations accompany the reference work assigned for study and give basis for the laboratory experiments. Prerequisites: Qualitative Analysis.

Fee: $10.00 2nd Sem.; S. S. Credits: 3

MICROBIOLOGY

The subject matter of this course deals with the influence of such micro-organisms as bacteria, yeasts, and molds upon home and every-day life. The bacteriological problems of personal and public hygiene and sanitation are considered in both laboratory and classroom, and are closely related to the work in the Household Arts. The course is prefaced by a brief review of the principles governing physiology, modified to serve the needs of students as a preparation for their study of micro-organisms which affect the home. In this introductory course, such topics are considered as: the general nature of organisms, composition of protoplasm, structures of a living cell, the processes of respiration, digestion, growth, reproduction, and sex hygiene instruction. The common household molds are then discussed as to morphology, growth, reproduction, use, and control; work on the yeasts follows, and attention is directed to the general nature of the yeast plant, conditions favorable for its growth and reproduction, the utility of yeasts. Bacteria are next studied, and their structure, mode of development and reproduction are discussed. The useful and harmful effects of bacteria are considered and emphasis is placed upon the influence of these organisms in relation to food preservation, the nitrogen cycle, the arts and industries, water and milk supplies, immunity and disease. Prerequisites: Physiology and Hygiene, Food Chemistry.

Fee: $5.00 1st Sem.; 2nd Sem.; S. S. Credits: 4

COURSES IN HISTORY

AMERICAN HISTORY

The purpose of this course is to give the student a familiarity with American history in order that he may understand why American social, political and economic life is what it is. This is not a course in industrial history, but industrial and economic conditions are emphasized as necessary to the carrying out of the purpose of the course. Special study is given the European background of American history, past and present; the geographical background of American history; the growth of democracy through the agency of free land; territorial expansion of the United States; labor problems, the tariff, and conservation of all natural resources.

1st Sem.; 2nd Sem.; Credits: 5

MODERN HISTORY

This course is aimed to give the student sufficient understanding of the most important events during the past hundred years in order that he may better understand the changes that are taking place in Europe today. The work is so arranged that some time is given to a study of present day conditions in Europe. The following topics are studied: the reconstruction of Europe at the Congress of Vienna; Europe after the Congress of Vienna; political changes in various European countries between 1815–1848; the unification of Italy and Germany; the German Empire; France under the Third Republic; the political and social changes taking place in England during the nineteenth century; the extension of the British Empire; Russia in the nineteenth century; Turkey and the Eastern question; expansion of Europe in the nineteenth century; the world war and its causes.

2nd Sem.; S. S. Credits: 3

INDUSTRIAL HISTORY

This is a course in American history with especial emphasis laid upon the industrial development, and is in no way a duplication of any other work being offered. The first part of the course takes up the growth and development of our present industrial system and is followed by an intensive study of the present day situation. The topics studied are: the physiographic provinces of the United States; inland waterways and portages; natural resources; the economic situation in Europe in the fifteenth century; the industrial contributions to America of the Indians, French, Spaniards, Dutch, and early English; the business side of American colonization; colonial land tenure and agriculture; the rise and growth of manufacturing and commerce; the economic aspects of the American wars; the expansion of the United States; the economic effects of inventions; finance in peace and war; the tariff question; the labor problem; immigration; conservation and reclamation.

1st Sem.; S. S. Credits: 3

CONTEMPORARY HISTORY

This course is organized to give the students an understanding and appreciation of present day social, political, and economic questions. Students taking this course should have an understanding of modern American and European conditions. The international relations of the United States are studied as well as the domestic questions. The topics vary from year to year, depending on the questions of the times. This year an intensive study was made of the present government of the recently formed or reconstructed countries of Europe, including Austria, Hungary, Germany, Poland, Czecho-Slovakia, Jugo-Slavia, Finland, Russia and Albania. Six weeks' time was devoted to a study of political parties and party platforms.

1st Sem.; Credits: 5

COURSES IN ENGLISH

All of the work given in English is made as practical as possible. A student attending The Stout Institute is preparing himself to teach a highly specialized and technical subject; he is interested in English courses because they offer drill in the adequate expression of his ideas and help him to acquire familiarity with good books, not because he is seeking literary training.

The composition courses emphasize the importance of correct, clear, and forcible expression, through a study of unity, coherence, and simple rhetorical principles in sentences, paragraphs, and themes; they offer definite preparation for the future needs of the average teacher. The literature courses are so arranged that they keep the student reading during his entire school career; they emphasize technique and skill in the process of reading; they broaden and deepen reading interests, and they develop appreciation and some critical taste.

ENGLISH COMPOSITION

English composition is required of all students entering The Stout Institute. Presentation of such phases of work as will give the student a command, both in speaking and writing, of simple, correct, and cleancut English is the aim of the course. Class exercises are correlated with work in other departments, and great emphasis is placed throughout the school on the professional value of simple and clear English.

The first twenty lessons are given over to a rapid review of the elementary essentials of grammar, spelling, punctuation, and organization of material. Those students who prove to be inadequately prepared on these fundamental points are put into special sections for further drill on these essential mechanics of correct expression. (See Preparatory Composition below.) The rest of the regular course in composition deals with the various phases of speaking and writing most helpful to college students and to future teachers. A week's drill on the use of

library facilities is given by the Institute librarian, the effective use of outlines is stressed; exercises to enlarge vocabulary and to make for precision of expression are frequent. The last weeks are spent on the writing of a long theme which serves as a definite review of all points covered by the course.

1st Sem.; 2nd Sem.; S. S. Credits: 5

PREPARATORY COMPOSITION

Preparatory Composition offers no credit but is required of students who prove, after a month's trial to be inadequately prepared to carry the first year composition course. Drill is given on the fundamentals of sentence structure, of punctuation, of spelling, and of grammar. Both oral and written work afford opportunity to discover and to correct individual errors. The instruction is individual as far as possible.

Given as required—no credit.

ADVANCED COMPOSITION

Advanced Composition deals mainly with the organization and logical presentation of material. The first weeks will be devoted to a review of the fundamental principles of writing and to a study of magazines, particularly those of literary, professional, and general informational value. Each student will prepare weekly a short theme based upon his reading. The latter part of the course will present a study of the elementary methods of research and preparation for the kind of publicity expected of teachers, the organization of informal and formal talks before local groups and the writing of articles for newspapers, magazines, and professional journals.

Prerequisite—English Composition.

1st Sem.; 2nd Sem.; S. S. Credits: 2

PUBLIC SPEAKING

The aim of this course is to present as far as possible the fundamental requirements for ordinary public speaking. The nature of the work is threefold: mechanical, interpretative, and constructive. The mechanics include such technique as is necessary for a foundation. The interpretative phase consists in

interpreting orally the words of another. Most of the work is given over to the constructive or practical side, preparing the student to meet with poise and ease the opportunity to talk before large or small groups. Students evidencing speech handicaps will be given individual drill outside of class. Prerequisite: English Composition.

1st Sem.; 2nd Sem.; S. S. Credits: 2

CONTEMPORARY LITERATURE

Contemporary Literature is given to develop an interest in the reading of good books and to train the student's critical ability and habits of reading in a way likely to be helpful and productive after his school days are over. The student's interests will be made the basis of his book selection, but the purpose of the work will be to broaden and direct these interests in a practical, educational way. Through his own reading, each student will come into direct contact with all types of literature and will build up constructive ideas of each. The classwork will aim to develop facility and accuracy of expression through oral and written reports of reading done during the week. Classes meet once a week and are small enough to permit each student to report. During the final semester each student selects some special problem, works out a bibliography on it, and devotes most of his time to it.

1st Sem.; 2nd Sem.; S. S. Credits 1 per sem.

LITERATURE SURVEY

The purpose of this course is to present the characteristics of the main types of literature: poetry, drama, essay, short story, and novel. A study outline is followed which organizes extensive reading in each type from standard American and English writers and some study of their lives and periods. Students are given every opportunity to develop individual interests and interpretations.

Prerequisite: English Composition. Credits: 2

COURSES IN SANITATION AND HEALTH

HYGIENE AND SAFETY

This course treats the subject from the standpoint of school hygiene. Topics are developed to include, lighting, heating, ventilation, plumbing, seating, planning the shop, etc. Safety undertakes to give the student knowledge of fundamentals relating to the care and safety of pupils and includes, fire and fire prevention, electrical hazards, safeguards for machinery and their operation, proper clothing, etc.

1st Sem.; 2nd Sem.; S. S. Credit: 1

PHYSIOLOGY AND HYGIENE

This course is planned for the purpose of teaching, (a) the structure and function of the body, organs, and tissues; (b) personal hygiene and individual health; (c) public hygiene and general health; (d) physiology and hygiene in relation to the school child. A textbook is used, supplemented by reference work. The subject of sex hygiene is given in a series of lectures by the instructor. Organization and presentation of subject matter and vital present-day school problems of hygiene are discussed. 1st Sem.; 2nd Sem.; S. S. Credits: 3

PHYSICAL EDUCATION

The work in the gymnasium is given first for corrective purposes and second to acquaint those who are interested, with the method of supervising or conducting this work in the grades and high schools. Many calls come for students who can combine gymnasium and coaching with their regular work. Students are given a wide range of work which includes marching, tactics, free exercises with and without hand apparatus, aesthetic and folk dancing for the women and heavy apparatus for the men.

Fee: $1.00. 1st Sem.; 2nd Sem.; Credit: 1 or 2

THE STOUT SWIMMING POOL

SWIMMING

Both men and women have access to the swimming pool. Beginners are offered privilege of learing to swim and to those already proficient, the more advanced strokes and dives are taught. Fee: $1.00. 1st Sem.; 2nd Sem.; Credit: 1 or 2

HOME NURSING AND CHILD CARE

The work in home nursing aims to give a practical knowledge for the general care of cases of illness in the home which do not demand professional nursing skill, and of accidents and emergencies which may occur in the home, schoolroom, or elsewhere, Theory is supplemented by practical work wherever possible. Work is given in the choosing of a series of lessons suitable for various classes of pupils such as public school classes and continuation school classes.

The physical care of the child is studied with a view to giving teaching material for similar short unit courses in grades high, or vocational schools. Hygienic clothes for the infant, care of the clothes, regularity of habits, handling and bathing the infant are among the topics considered in this part of the course.

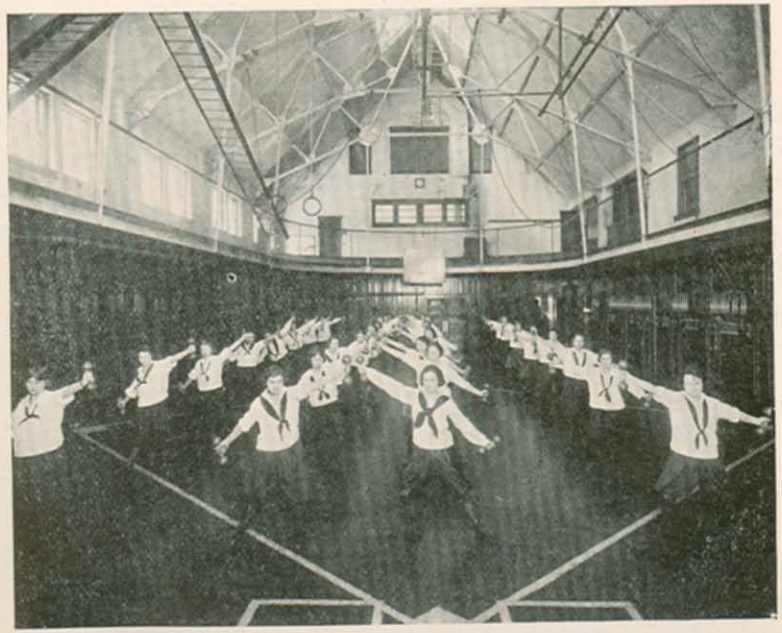
1st Sem.; 2nd Sem.; S. S. Credits: 2

COMMUNITY HYGIENE

This course deals with problems concerning the conservation and promotion of the health of a community. It includes such hygienic work as study of a pure water supply, sewage disposal, milk and food inspection, control of infectious diseases, health organization, child welfare movements, industrial hygiene, village improvement association, and health exhibits.

The laboratory work consists of analysis of water and milk supplies; methods of water purification; study of organisms causing food poisoning; bacteriological methods of diagnosing typhoid, diphtheria, and tuberculosis; and practice in the accumulation and interpretation of statistics. The health conditions of different local food supplies are investigated and graded. Fumigation and the action of disinfectants on disease organisms are carefully studied in classroom and laboratory. Training is given to enable the student to assist in promoting public health movements by her knowledge and cooperation in every locality where her work may fall, either directly in health laboratories or indirectly through education. Prerequisite: Microbiology.

Fee: $5.00 2nd Sem.; S. S. Credits: 4



A typical class in gymnasium work from Household Arts department

COURSES IN ATHLETIC COACHING AND SWIMMING

ATHLETIC COACHING

The increased popularity of athletics in the school curriclum makes it desirable for teachers to have a working knowledge of coaching. It is assumed that students in these courses will, in a general way, be familiar with athletics in order to profit from the instruction.

A large part of the time is devoted to field work, the student having the opportunity of observing as well as actually participating in the work of developing fundamentals, the moulding into team play, and finally the more specialized type and features of the game.

Problems of organization, development and administration of athletics are covered in the theoretical work of the course. Students are required to provide suitable costumes.

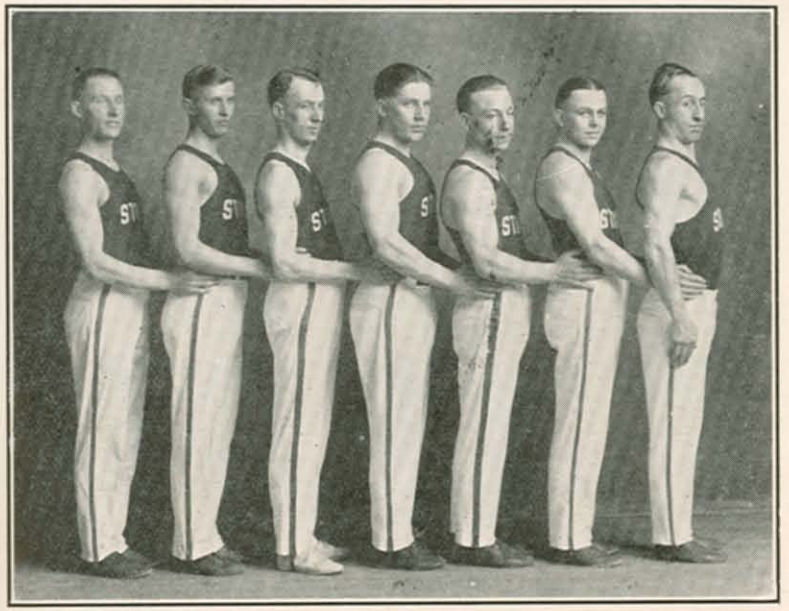
FOOTBALL

This course is essentially practical, the fundamental work being done on Stout Field. The student is made thoroughly familiar with the correct technique of punting, passing, charging, blocking, tackling, interference, etc.

The theoretical work will cover coaching ethics, equipment training, conditioning, treatment of injuries, shifts, formations, zones of play, and the more specialized systems of offense and defense. Fee: $1.00. S. S. Credits: 1½

BASKETBALL

Students in basketball have the opportunity of going on the floor and learning the game under actual practice conditions. A few regular games are to be played at the close of the course in order to permit the demonstration of points covered. Talks are given on: equipment, training and conditioning, goal shooting, passing and dribbling, stop turns, reverse turns, and jump turns,



One of the Stout Gym. Teams. This one was winner of first place, College Class, fifteen teams competing, at the Northwest Gymnastic meet held at the University of Minnesota.

foul throwing, guarding, blocking, hook shot and bounce passing, systems of offense and defense, selection of men, plays and formations, discussion of rules.

Fee: $1.00. S. S. Credits: 1½

SWIMMING

The swimming pool 37 x 87 ranks among the largest in educational institutions in the country. Over one hundred thousand gallons of water are kept at a uniform temperature. A large double drummed pressure filtering system is being installed which insures cleanliness.

MEN

Although the pool is used largely for recreational purposes by students at the close of the day's work, special instruction will be given those unable to swim. The rearranged time schedule will be found convenient for students.

Fee: $1.00 S. S. Credit: 1

WOMEN

A course in swimming for women is offered again this summer session to meet the large demand of recent years for this form of instruction and recreation. Beginners are taught to feel at home in the water, and for those able to take more advanced instruction, the more difficult strokes and dives are taught.

Fee: $1.00 S. S. Credit: 1

COURSES IN SHOP WORK AND DRAWING

Fees are indicated for quarter (9 weeks) or semester (18 weeks). Roman numerals indicate 9 week steps in advancement.

The shop work and drawing in the first and second years will include six or more subjects, to be determined by the director. The work offered in the third and fourth years will be specialization in the shop work taken in the first and second years or new work.

CREDITS FOR SHOP AND DRAWING COURSES

Each course here listed requires at least two and one-half semester hours of work and two and one-half credits are granted for completion. Most of the courses have an additional two and one-half semester hours of work open for those who desire it. In some courses five additional semester hours are possible. Full credit is granted for the full number of semester hours taken.

DRAWING

ELEMENTS OF MECHANICAL DRAWING

This course is composed of 21 drawings and tracings starting with elementary line work, geometric drawings, projection drawing and developments, working drawings, including isometric drawings. A resonable amount of time is given for the completion of each drawing. Good drawing technique is required before drawings are accepted. More advanced work may be had by students capable of doing it.

Organizing of courses in elementary mechanical drawing suitable for high school work is taken up.

1st Sem.; 2nd Sem.; S. S. Credits: 2½ each qtr.

ARCHITECTURAL DRAFTING

In the first nine weeks, Architectural Drafting I. details are taken up of the various parts of a building and drawings made including windows, cornices, stair details, etc. A set of plans is drawn for a small residence, either frame, brick or stucco, keeping to a certain floor area, and cost. Details are made and a perspective.

In the second nine weeks, Architectural Drawing II planning a fire-proof apartment building or residence is covered to cost $15,000, along colonial lines:—making ¾-inch scale details, and perspective. Pen and ink rendering and color work are given to those who are capable of handling this work. Writing specifications and estimating. Reference reading is required during this course. Modern drafting methods are used.

1st Sem.; 2nd Sem.; S. S. Credits: 2½ each qtr.

MACHINE DRAFTING I

Machine Drafting I requires that the student have a working knowledge of drafting technique, of basic mathematics and of the principles of orthographic projection and working drawings as embodied in Elements of Mechanical Drawing or its equivalent.

The house being removed from the shop was finished on the lot after having a very large portion of the work completed in the carpentry shop. This particular house was planned in the architectural drawing classes, built by the carpentry classes, wired by the electrical classes, a very considerable part of the finishing was done by the woodfinishing classes and the brick work was the product of the bricklaying classes. In such instances the owner furnishes the material.

A brief study is made of practical machine drawing conventions including screw threads, bolts, nuts, screws, piping and rivets. Practical problems are assigned which will involve the use of these conventions in such a manner as will conform to standard practice.

A number of mechanical elements are then presented for the student to draft in conformity with accepted practice. The problems are chosen and arranged to present a regular progression of material from the elementary to the more complex. These problems will be presented through written data, perspectives, type forms, tables, formulas and students sketching from machine parts.

This procedure will involve the use of sketches, sections, details, assembly drawings, material lists and hand books.

Text—French—Engineering Drawing.

MACHINE DRAFTING II

Machine Drafting II will be an application in individual problems of the working knowledge obtained in Machine Drawing I. Each student will have an opportunity to draft a simple machine or appliance using accepted standards. The use of hand tools and manufacturer's catalogs for obtaining data will be encouraged. Production problems in connection with the manufacturing of the appliance or machine will be considered and jigs and fixtures will be planned by the student in connection with his problem.

Text—French—Engineering Drawing.

MACHINE DRAFTING III

Machine Drafting III will deal with various types of cams and gears. The simpler forms of motion—uniform, uniformly accelerated and retarded, and simple harmonic—will be analyzed and made use of in the planning of cams to produce these motions. The course will include a study of plate and cylindrical cams with various types of followers. The involute system of gearing will be treated in connection with problems in spur gears, racks, annular gears, bevel gears, and the worm and worm wheel. An elementary study of helical gears will be made.

Text—Keown—Mechanism

MACHINE DRAFTING IV

Machine Drafting IV will involve a consideration of mechanical perspective, particularly in its relation to the delineation of mechanical elements and appliances.

No text.

1st Sem.; 2nd Sem.; S. S. Credits: 2½ each qtr.

WOODWORK AND BUILDING TRADES

ELEMENTS OF WOODWORK

This work is for the distinct purpose of acquainting the students with the correct use and care of the fundamental bench woodworking tools and with the various materials used. Two textbooks are used supplemented by reference books, catalogs, and magazines.

The following outline is suggestive of the work of the course: (a) Saw filing—three exercises are given in the study, laying out and cutting of the teeth. These are followed by the complete fitting of rip and crosscut saws—one or more of each: (b) Grinding and sharpening of chisels, plane bits, spoke shaves, and auger bits; (c) Planes, chisels, and saws studied and used in the making of several exercises and projects which have been designed or selected with special reference to the variety of typical uses to which each tool may be put; (d) Other common woodworking tools used and studied; (e) Typical joints and constructions are made and tested; (f) Lumber, glue, and other materials used and examined. The project method of instruction is used in the shop work, the projects being so selected and constructed as to involve the tool processes most needed by the student. The second quarter is wholly devoted to one larger project for each student and fitted in difficulty to the abilities of the individuals.

Fee: $3.50, Quarter.

1st Sem.; 2nd Sem. Credits: 2½ each qtr.

WOOD TURNING

Wood turning is given to teachers of Junior and Senior high school classes and vocational classes. Problems designed for development of skill and the acquiring of fundamental operations such as are essential in turning are likewise given. Exercises such as cylinders, concave, convex, and combination curves are turned in soft wood, followed by applications in hardwood, such as: file handle, vise handle, oval hammer handle, mallets, and gavels.

A second group involving face plate work is given, consisting of: rosette, towel rings, picture frames, trays, bowls, goblets, candle sticks, lamp stands, etc. Students are introduced to power machinery and get instruction as to care of lathe and tools. Discussions cover the selection of equipment, planning of courses in wood turning, and methods of teaching the subject.

Fee: I, $3.50; II, $4.00.

1st Sem.; 2nd Sem.; S. S. Credits: 2½ each qtr.

CABINETWORK I AND II

(Cabinet (case) and Furniture Making)

This is advanced woodwork and it is pre-supposed that the students in this class have mastered the fundamentals of woodwork. The work is largely concerned with workmanlike shop methods, construction processes, analysis, organization, and management. Projects usually vary in a number of ways, but must lend themselves to the purpose of the work. Some are of the open type of construction, while others are of the enclosed, sanitary or base, type of construction. The enclosed type is also called case work. It is aimed to have some of both the case and furniture work under construction for each class. Occasionally each member of the class makes the same kind of project, but both group and individual class organization are generally provided with a variety of standards of skill and workmanship involved. This provides considerable choice in levels of standards, ranging from those which are satisfactory for shop equipment to that which is satisfactory for residence furniture with considerable character. Full size shop working drawings, stock cutting bills with specifications, and models are generally provided by the instructor. However, work in shop drawing and stock billing is usually available for students who have had a reasonable amount of advanced woodwork. The work is of a practical productive nature and woodworking machinery is used as much as possible. Charts showing what cabinetmakers do and the sequence of work are also provided. Prerequisites: Elements of Woodwork and Millwork I.

Fee: $1.00 per qtr.

1st Sem.; 2nd Sem.; S. S. Credits: 2½ each qtr.

CABINET WORK III AND IV

In Cabinetmaking I and II the initiative and responsibility for selection, style, design, construction, working drawings, stock, cutting bills, shop methods, organization, etc. are largely cared for by the instructor. III and IV are provided for students who wish to specialize in case and furniture work. The work in these classes is organized so that Cabinet I and II experience and knowledge serves as a background for exercise of initiative and responsibility typical of that which is required in future teaching positions. A portion of the time is given to a brief study of styles and design in furniture. Sample working drawings and models of furniture are provided for demonstration teaching material. Each student is expected to collect cuts or pictures of suitable projects for junior and senior high school cabinetmaking. These cuts or pictures are divided into three groups for Jr. H. S. and three for Sr. H. S. boys; A—the simple projects for boys with the least experience and ability; B—the average projects for boys with average experience and ability; and C—the more complex projects for boys with advanced experience and ability. In each group the projects are classified and listed in the order of complexity; the simplest first. Each student then selects one or more of these projects for which he is to make working drawings with construction details and stock cutting bills with specifications. This is followed by building the project in duplicate according to the drawing and such improvements as can often be noted in the treatment applied to the actual material. The student may have one of the projects for the cost of material while the other remains in the shop for a future model to serve as demonstration teaching material. When time permits the student makes a tabulated analysis of what had to be done and known in sequential order to build the project.

Prerequisite: Cabinetwork I and II.

Fee: $1.00 per qtr. plus cost of material for student's individual project.

1st Sem.; 2nd Sem.; and S. S. Credits: 2½ each qtr.

MILLWORK I

This course is provided for the purpose of instruction and practice in the use and immediate care of woodworking machinery. Special emphasis is given to operating methods which are consistent with "Safety First" and practical mechanic's workmanlike results. The primary object is to prepare industrial arts instructors for subsequent courses and for their responsibility in operating woodworking machinery for getting out stock for class projects. Since the origin and evolution of woodworking machinery is logically based on practical hand working methods, this course should also broaden the association of ideas which will aid in analysis, organization and management which are involved in teaching hand woodwork. Part of the time is given to a study of kinds, classification, standardization, grading, scaling, and the clerical routine which is associated with lumber and economic cutting of stock. Tests for case hardening and moisture content of lumber are also taken through the medium of job sheets. Logical routing sequences of operations in cutting stock, and what must be done and known to operate each respective machine, are given considerable attention. If a student has had some experience in machine woodworking, he is usually given typical millwork jobs in which construction work is included, thus extending his experience. Some time is given to analysis of machines so that students may become familiar with machine design; the names, location, adjustment, function, and consequent setting of parts and attachments. Cutting angles and speeds which involve typical shop mathematics are also taken up with stress on the necessity and safety in keeping tools sharp. In keeping with national conservation of wood, its structural features, glue and gluing, such as is required in building up stock, are important factors in this course. Work which is typical of millwrighting, (saw fitting, knife fitting and setting, belt splicing and core, machine setting adjustment, alignment and bearing work) is introduced toward the end of the quarter so that students may

consider further millwrighting work. Prerequisite to Millwork II and Cabinetmaking I and II.

Fee: $1.00, Quarter.

1st Sem.; 2nd Sem.; S. S. Credits 2½ each qtr.

MILLWORK II

(Millwrighting)

Millwork II provides an opportunity for practical experience in the upkeep and repair of woodworking machinery. It is typical of an industrial millwright's responsibility and it has a service value in keeping the machinery in good running and working condition. It involves jobs as follows: Saw fitting, knife fitting and setting, belt splicing and care, machine adjustments, alignments and bearing work, machine setting, etc. Full working periods are supplemented with individual instruction, direction, and reference material which is available in the nature of a shop library and demonstration material. This work is offered in conjunction with other classes and in each quarter it is limited to not over four students who are majoring in woodwork. Prerequisite: Millwork I.

Fee: $1.00, Quarter.

1st Sem.; 2nd Sem.; S. S. Credits: 2½ each Quarter.

FURNITURE UPHOLSTERING

This course is planned for teachers of woodwork in high schools and vocational schools. The following topics indicate

UPHOLSTERED IN STOUT SHOPS

the nature of the work in the course: upholsterer's tools and equipment; materials used; cost of materials and equipment; making cushions; chair frame construction for upholstery; pad seat and pad back upholstering; the spring seat and spring back; curved back upholstering; study of leathers, tapestries and other coverings; planning and cutting the covering material; repairing upholstered furniture.

The work of the course will consist of the making of several exercises which give practice in many of the upholstering operations and processes. After the exercises each student may upholster a complete chair or davenport for himself or work on chairs provided for the purpose. Lectures and demonstrations will be given on topics indicated, even though each student may not have time to do work in all.

Fee: $4.00, Quarter. S. S. only. Credit: 2½ each qtr.

WOOD FINISHING

The work offered in wood finishing covers in part the making of a series of panels of different woods and various finishes. The surfaces are planed, scraped, sand-papered, stained, filled, varnished, and waxed or polished, showing the method and value of different types of finish as pieces of regular sequenced work. In addition to this, students are given practical work in painting, interior finishing, and the finishing and refinishing of furniture, and also polychrome and tiffany finishes and stenciling. Studies are made covering the following: Preparation of the wood; planing, scraping, and sanding; stains and staining; production and use of different stains; formulae for making water, oil, and spirit stains; fuming; fillers and their compositions and use, methods of filling hard and soft woods, open and close grained woods; wax, its character and preparation, different uses; rubbing with sand paper, with pumice stone; polishing, use of curled hair; use of steel wool; selection and care of materials; commercial practice in wood finishing; suggestions for handling wood finishing in school shops.

Fee: $5.00, Quarter.

1st Sem.; 2nd Sem.; S. S. Credits: 2½ each qtr.

CARPENTRY I

Work in this course is of a decidedly practical character and is intended to help fit the individual for vocational and trade school-teaching as well as for the public school work. As framing is the first work done on a carpentry job, so it is usually the first to be introduced in school work. Full sized cottage construction, together with such exercise work as may be necessary for the development of sufficient skill, is given in this course. Emphasis is placed on the operations and constructions that are different from those found in bench woodwork and that are fundamental in frame building construction.

The work consists of floor framing, including: laying out, cutting, and setting sills, joists, bridging, headers, trimmers, laying sub floor, squaring and leveling the floor frame; wall framing, cutting, and setting plates, studs, headers, trimmers, rib-band, and gable studs, plumbing and bracing walls, erecting scaffolding, and sheathing walls; roof framing, figuring span, run, rise, pitch, and rise per foot, laying out with steel square the lengths and cuts, and cutting and setting common, hip and valley, jack, and cripple rafters; laying out and framing dormers and openings, sheathing roof, setting cornice finish, shingling, setting window and door frames, setting outside base and corner trim, spacing cutting, and nailing siding; porch work. Workmanlike methods of application of processes are stressed.

The theoretical work given in connection with the tool processes and constructions includes a discussion of the braced and balloon types of frame, a comparision of various methods in framing floors, walls, and roofs, and a study of various types of roofs and cornices by means of blackboard drawings. Lectures and demonstrations are given on the use of the steel square in laying out and spacing joists and studs and in laying out the lengths and cuts of rafters. The kinds, grades, sizes and prices of framing lumber are taken up and studied with regard to intelligent selection for particular purposes. Nails and builders' hardware are given consideration in the same way. Figuring and listing materials are given as outside work.

Fee: $2.00, Quarter.

1st Sem.; 2nd Sem.; S. S. Credits: 2½ each qtr.

BRICKLAYING

Elementary bricklaying is planned to cover practical problems used in trade work suitable for vocational schools. Only practical problems are given in this course. Lectures are given out on mimeograph sheets, together with drawings of all problems. Estimating job work and material is taken up. Demonstrations are given at various times, of laying brick under actual working conditions. Advanced work is available for those capable of undertaking it.

Fee: $3.50 qtr. 2nd Sem.; S. S. Credits: 2½ each qtr.

PATTERNMAKING

The patternmaking courses take up the technical details of the trade in a simple way. The student makes a number of exercises embracing the fundamentals so that he may be prepared to teach them to high school or continuation school students. The actual work consists of bench and machine woodwork and woodturning. Instruction and demonstrations cover the use of machine and hand tools, application of patternmaking principles, methods of construction, methods of turning, and methods of finishing the exercises. Advanced or individual problems are assigned as soon as the student develops special ability. The work is limited only by the amount of time the student has available.

Fee: $3.50, Quarter.

1st Sem.; 2nd Sem.; S. S. Credits: 2½ each qtr.

METAL TRADES

MACHINE SHOP

The course of Elements of Machine Work I is organized for the purpose of acquainting the student with the basic principles incident to the operation of each of the machines found in the shop. The outline of the work is such that each man progresses from one machine to another, becomes acquainted with the principles of construction of each machine, the feeds and speeds of the different metals cut, and the grinding, setting, and operating of the cutting tools used. The advanced courses II, III, and IV are to further the student's knowledge in related information and experience in performing more advanced operations. Projects involving new combinations of old operations are selected for the purpose of broadening the student's experience,—to acquaint the student with methods of organizing material into courses. The aim is to select projects that are as practical as possible.

Fee: $3.00 qtr. 1st Sem.; 2nd Sem.; S. S. Credits: 2½ each qtr.

FORGE WORK

In Forging I the student masters certain preliminary matters such as building of fire, proper position at anvil, proper handling of tools and equipment. Each problem in the course is more or less dependent upon the preceding problem, but offers new information and practice for the student. It is recognized that the ability to teach these operations is as important as the skill involved in the working of iron and steel. Outside reading relative to the history of the trade manufacture of iron and steel, equipment, and forge fuels, is required. A limited amount of instruction is given in the working of tool and spring steel.

Forging II is a course in general blacksmithing and tool smithing in which the forging, welding, hardening and tempering of spring steel and tool steel are carefully covered. Considerable time is given to tool dressing and polishing, and the use

of oxy-acetylene welding and cutting equipment. It is intended to give a proper working knowledge of the trade necessary to enable the student to give workmanlike demonstrations accompanied by the proper explanation necessary for efficient teaching. A course in elementary forging or practical trade experience is prerequisite.

In Forging III it is intended that this shall give a fair working knowlede of the trade which is necessary to successful teaching in this work. The work covers general blacksmithing, tool steel work, some ornamental iron work, and oxy-acetylene welding and cutting. The standard of workmanship expected in this course should compare favorably with that of the average journeyman smith.

Fee: $5.50, Quarter.

1st Sem.; 2nd Sem.; S. S. Credits: 2½ each qtr.

FOUNDRY

The aim of this course is to train the student to handle the foundry work that is ordinarily given in a high or vocational school. The making of typical molds is taught, and because of its importance, cupola practice is given a large amount of time. Castings are poured in aluminum, brass, and iron. Core making and dry sand molds open up the field and show the possibilities of this work. A large assortment of patterns is available for use. Castings of the exercises made in the machine shop are made in large numbers, as well as castings for parts of machines and repairs. The theoretical work is covered by short talks at the start of each period, the subjects following as closely as possible the work being done. Lectures and reference reading on the metallurgy of the foundry are given so that the student will become acquainted with the ingredients and properties of cast iron. Attention is given to the proper selecting, mixing, and melting of scrap and pig iron. Standard brass and bronze mixtures are covered.

Fee: $3.50 qtr.

1st Sem.; 2nd Sem.; S. S. Credits: 2½ each qtr.

OTHER SHOP COURSES

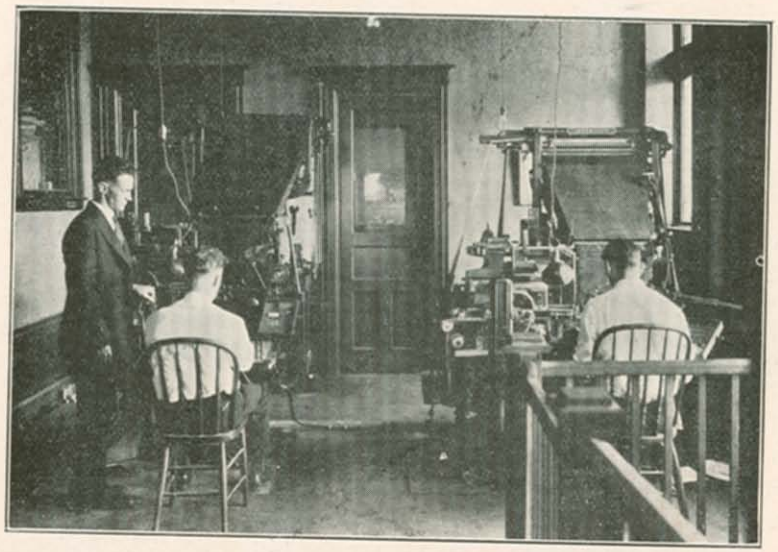
PRINTING

The work in the first nine weeks, Printing I, acquaints the student with the fundamentals of the printing industry with the view of forming proper habits of work and securing an appreciation of the standards of printed product. The general outline of the course is based upon the proper sequence with which the commercial shop operates, starting with straight composition at the type cases, proofing, correcting, imposition, platen press work, and binding. The shop work is supplemented by lectures where a detailed study is made of ink, stock, stock problems, type faces, and approach to display problems.

The work in the second nine weeks, Printing II, is a continuation of Printing I and consists of more advanced problems in composition, imposition and press work. Much practical experience is gained by work on the Weekly Publication, which involves ad composition, newspaper makeup and construction, and also the printing of many commercial forms. The lecture periods are devoted to typographical architecture, design, color theory and harmony, and cost calculation. The work in Printing I is prerequisite.

The third nine weeks, Printing III, is more extensively a shop course intended for the specialization of students who are preparing to teach this subject. The press work in this course involves the work done on a cylinder press, such as newspaper and book printing. Many of the higher grades of printing processes are practiced, such as three-color process work, engraving, and embossing, and other modern methods are studied and observed. The lecture periods are devoted to the organization of vocational and public school courses, selection and cost of equipment, and a study of the general scope of the printing industry. The work in Printing I and II is prerequisite.

Printing IV, Machine Composition, is an extended study of both Linotype and Intertype machines, which have recently been installed for teacher training. This course is equally divided between the mechanism and the operation of the machines, and



The machine composition room of the print shop. Courses covering all phases of job work are available. The school paper published each Friday by the students is student work in both the mechanical and editorial branches. The staff of this paper has a separate editorial room completely equipped. Three platen presses and one cylinder press provide outlet for the regular production work and school paper work.

is intended to fit teachers not only to instruct and care for machines, but also make any necessary repairs. Owing to the limited number of machines this course is restricted to students who have attained a grade of above average in the three prerequisite courses in printing, or by special concession to those having an equivalent of practical trade experience before entrance.

Fee: Printing I, II, and III, $1.50. Printing IV, $3.00.
1st Sem.; 2nd Sem.; S. S. Credits: 2½ each qtr.

School Publications I is a course intended to equip the student for handling school periodicals as a part of his work as a printing instructor. The work is divided between the newspaper, magazine, and school annual, and will take up the organization and operation of each. Such phases as the mechanical, editorial, and business management are studied and lectured upon, and the practical application will be the production of a newspaper. The class will comprise the summer staff of the Stoutonia and every phase of the work will be done, from the gathering of news

to the issuing of the finished paper. Printing I, II, and III are prerequisite.

Fee: $1.50. S. S. Credit: 2½

AUTO MECHANICS I, II, III

Auto mechanics work is offered in three nine week courses. Students taking the first course are given three weeks' work on the study and tests of the ordinary two and four cycle gas engines. For the remainder of the first nine weeks, they study and repair different parts of the chassis not including the motor. The second course deals with the motor, and general repair work such as comes in the ordinary garage. The third course is devoted entirely to auto electrical work, including starting, lighting and ignition. Three weeks of this course is taken for battery work.

Students are advised to take the courses in order. While Auto Mechanics I is not a prerequisite for Auto Mechanics II, Auto Mechanics II is, however, prerequisite for Auto Mechanics III. The work is laid out on the unit basis, each unit complete in itself, thus making desired selections possible. The shops are well-equipped for the work in the three courses in Auto Mechanics.

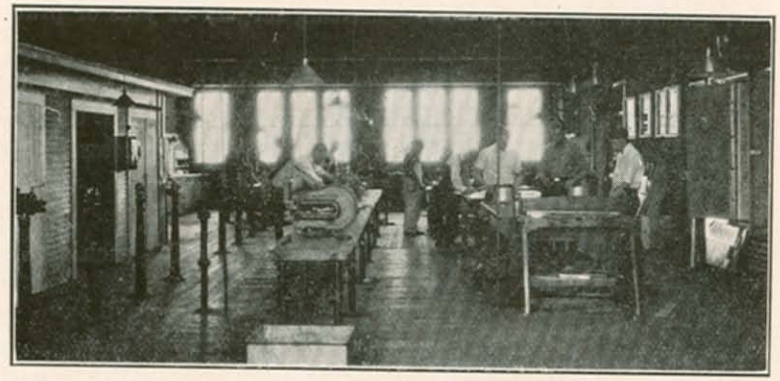
Fee: $2.00, Quarter.
1st Sem.; 2nd Sem.; S. S. Credits: 2½ each qtr.

SHEET METAL WORK AND PATTERN DRAFTING

The course in Sheet Metal I covers the application of such fundamental principles as cutting, forming, seaming, notching, wiring, hemming, and soldering in the making of tinware, gutters, pipe intersections, cornice work, and problems pertaining to heating and ventilating work.

Sheet Metal II is primarily a pattern drafting course. It includes the study of the different forms of triangulation as applied in the development of irregular fittings used in heating and ventilating work. Advanced work in mouldings and cornice work is given.

In Sheet Metal III much time is devoted to first class production and to the more advanced problems connected with heating, ventilating, skylight work, metal window frames and sash, and



THE SHEET METAL SHOP. PATTERN DRAFTING ROOM IS NOT SHOWN.

architectural ornaments. In this course some time is devoted to the workings of brass and copper.

Fee: 1st and 4th Quarters, $5.00; 2nd and 3d Quarters, $4.00.
1st Sem.; 2nd Sem.; S. S. Credits: 2½ each qtr.

ELECTRICAL WORK

The shop has been equipped and courses are offered to meet the increasing demand for teachers of electrical work. New equipment is being installed as fast as conditions permit. Three nine week courses are offered. The first course of nine weeks, Electrical I, takes up the essentials of electricity and deals largely with direct currents. A large part of the laboratory work consists of wiring for different types of circuits. Some time is devoted to the study of different types of generators, motors, and starting rheostats, also to the study and use of measuring instruments.

In the first half of the second nine weeks, Electrical II, a study is made of the different types of armature windings followed by several exercises. A number of tests on direct current generators and motors are also performed. The second half of this quarter is given over to the study of the essentials of alternating currents as applied to alternating current generator, motor, transformer, etc.

The work in the third quarter, Electrical III, is a continuation of that in the latter part of the second quarter, with more atten-

tion given to laboratory work consisting largely of jobs of practical nature.

The general purpose of the three courses is to cover the probable initial work to be done in electrical courses in public schools together with the background of electrical theory necessary to properly organize and operate such courses.

Fee: $2.00, Quarter.

1st Sem.; 2nd Sem.; S. S. Credits: 2½ each qtr.

ELECTRICAL IV (Radio)

The course consists of both shop and recitation work. The recitation work takes care of the fundamental electrical laws which apply to all radio circuits. The various detectors are discussed and simple hook-ups studied. In the shop, simple circuits are constructed and tried out. It is expected that each student will construct a receiving set for himself. Equipment is at hand for shop practice in assembling hook-ups for transmitting apparatus. At present there is available a 20 watt radiophone, a 10 watt C. W. and necessary apparatus to assemble a 200 watt

HOME MECHANICS SHOP

radiophone transmitter. The construction of radio power transformers is also a part of the recitation and shop work. The course is open to students who have completed Electrical I.

Fee: $5.00 qtr.

1st Sem.; 2nd Sem.; S. S. Credits: 2½ each qtr.

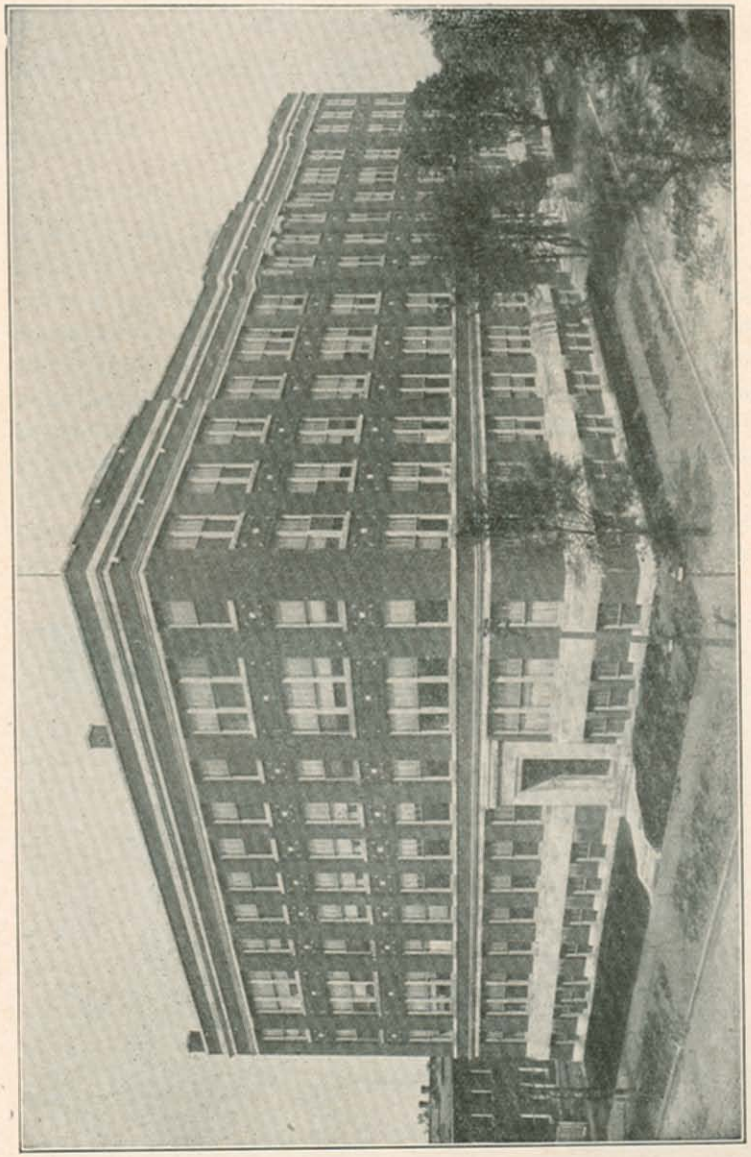
HOME MECHANICS I

The object of this course is to prepare students for the handling of public school classes in the general shop. This is to meet the present rapidly increasing demand for such teachers. Selections of typical jobs necessary in the mechanical maintenance of the home are made the basis for shop assignments. These jobs are grouped according to the present day occupations represented in the upkeep of the home. Students in addition to their mechanical work, are required to make solutions of problems of management necessary to the successful operation of the general shop.

The Home Mechanics shop is a large well-lighted room with ample storage and locker space. Bench and mechanical equipment affords excellent opportunity for work in projects in woodwork, plumbing, electricity, woodfinishing, sheet metal repairs, and bench metal work. The shop has twenty fully equipped woodworking-benches, with additional equipment for metal work. Sixty feet of general bench space is available for plumbing, electrical, sheet metal and general work. Typical home equipment is available for repair projects. The course is open to Sophomores, Juniors or Seniors who have completed elementary courses in bench woodwork, electrical, forging, machine shop, woodturning, and mechanical drawing. It is essential also that the students be taking or have taken elementary sheet metal.

Fee: $4.00 qtr.

1st Sem.; 2nd Sem.; S. S. Credits: 2½ each qtr.



HOME ECONOMICS BUILDING—CONTAINING ALSO THE LIBRARY, AUDITORIUM AND OFFICES

FOODS AND NUTRITION

FOODS I

In the first course in foods, the meal is taken as a basis. A study is made of the composition and nutritive value of food materials and the processes of cookery best adapted to each class. Principles are illustrated by a series of experiments and by the preparation of simple dishes. The practical work is designed to acquaint the student with all the fundamental processes of cookery. It is planned to secure a thorough understanding of the theory and method involved in the cookery of the more essential foods rather than to cover the whole field of cookery. Sufficient repetition of processes is given to secure a fair degree of skill in manipulation of materials and utensils.

Among the subjects emphasized are: The choice and arrangement of appropriate garnishes, correct methods of service, comparison of recipes, substitution and variations, economical use of left-overs, and adaptation of lessons to public school work. Costs and economy in the use of materials are stressed.

The value of forming good habits in the choice of foods is stressed and practical application is made to the needs of the individual student in the selection of her own diet.

Throughout the course, lectures are given and discussions held when occasion demands. Considerable reference work is deemed advisable, as it is one of the aims of the course to bring students in contact with the newest and best books pertaining to this line of work.

Fee: $5.00.

1st Sem.; S. S. Credits: 3

FOODS II

This course is a continuation of Foods I. The meal is again used as the basis of the work, the projects being more difficult than those given in the first course. Prerequisites: Foods I. General Chemistry.

Fee: $5.00.

1st Sem.; 2nd Sem.; S. S. Credits: 3

FOODS III

A. Food Preservation.

This work has as its aim the acquisition of knowledge of the processes and theory involved in the various methods of preserving food and of skill in their use. The work will include: canning by the different methods, use of water-bath, oven, steam cooker, and pressure cooker; drying by means of commercial and homemade dryers; jelly making; conserves and marmalades; and pickling.

B. Marketing, Food Preparation, and Serving.

In this course a short series of lessons on foods suitable for breakfast, luncheons, suppers, and dinners are followed by the planning and serving of meals by groups of two, three, or four students. Throughout this sequence, lessons are given to review the theory and processes of cookery. Other aims of this sequence are to give students added skill and rapidity in manipulation; to teach simplicity, appropriateness, and good taste in table service; to emphasize the meal as the unit in teaching cookery and to afford practical application of dietetic principles.

Foods laboratory, with a freshman class busy in the preparation of a noonday meal. In the rear is shown one of the built-in refrigerators cooled by a carbon dioxide refrigerator system. Through the glass partition one of several unit kitchens for group work may be noted.

Through the school cafeteria lessons are given in the selection of food at public eating places with emphasis on cost and suitable combinations. This course will deal also with the selection of foods for cookery purposes and with the simpler economic aspects of buying, including the responsibility of the buyer. Prerequisite: Foods II.

Fee: $5.00. 1st Sem.; S. S. Credits: 3

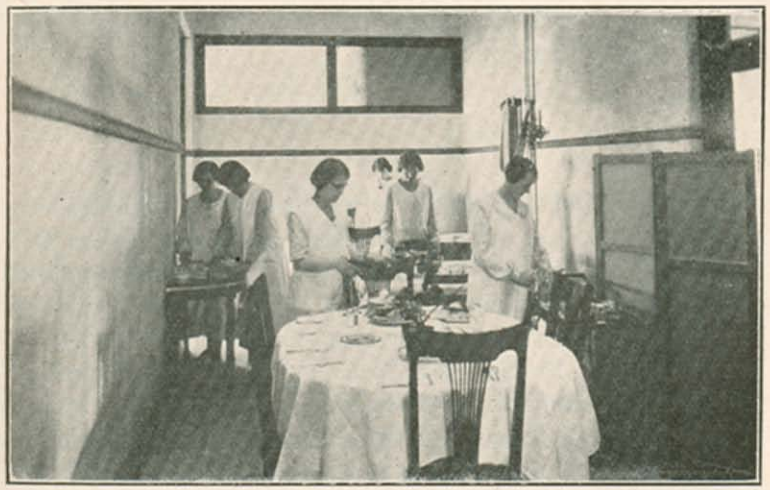
FOODS IV

A. Advanced Food Preparation.

This sequence is given to equip students with a knowledge of some of the more elaborate processes of cookery, and of the more unusual food materials and dishes. The point is brought out that most of the lessons in the series have no place in public school work, but may be desirable for some night school classes or other special types, for demonstration purposes, and for the skill and broader knowledge of the teacher. Throughout the work technique is stressed.

B. Demonstration Cookery.

A series of lessons is given on the use of the demonstration talk in food work. Opportunity is afforded each student for



The family luncheon is the project for this freshman foods class. Groups of six have been preparing the meal to be served in simple, family style to themselves.

giving both class and public demonstrations. Prerequisite: Foods III.

Fee: $5.00. 2nd Sem.; S. S. Credits: 2

FOODS V

PROBLEMS IN MEAL PLANNING AND SERVING FOR THE SECONDARY SCHOOL. This course will include the planning, preparation, and serving of meals for special occasions as class banquets, buffet luncheons, afternoon teas, school picnics, etc. A series of lessons will be given on the handling of the school lunch by the home economics department when there is no cafeteria in the school and another series on the problems that arise in the teaching of home cookery and table service in public and vocational school classes. Prerequisite: Nutrition I; Foods IV

Fee: $8.00 2nd Sem.; S. S. Credits: 3

FOOD ECONOMICS

The aim of this course is to make a study of the production, distribution, and value of the world's present food supply; to compare these with past conditions and to discuss the possibilities and needs of the future in the matter of food resources. The work consists of class discussions, special reports and reference readings. Smith's *The World's Food Resources* is used as a text.

2nd Sem.; S. S. Credits: 2

NUTRITION I

The purpose of this course is to present the fundamental principles of human nutrition and their application to the feeding of individuals and family groups. It includes recitation and laboratory work and is designed to be used as a basis for practical work in dietetics as well as for organizing and teaching the subject. Sherman's "Chemistry of Food and Nutrition" and Rose's "Handbook in Dietetics" are used as texts for much of this work, but are supplemented by reference readings. A study is made of the functions and nutritive value of foods; the food requirements of individuals and family groups; the feeding of infants and young children. One hundred calorie

GELATINE DEMONSTRATION IN FOODS LABORATORY

portions of foods are calculated and weighed; family dietaries and dietaries for children are planned with reference to nutritive needs and the cost in relation to the family income. These dietaries are prepared in the laboratory. Problems of interest to teachers of home economics are taken up in the class work. Among these are the place of dietetics in the school course, the selection of subject matter, the adaptation of material and methods of presentation; books and pamphlets suitable for reference and the application of dietetics to cookery. Prerequisites: Foods II, Food Chemistry.

Fee: $3.00 1st Sem.; 2nd Sem.; S. S. Credits: 4

NUTRITION II

This course treats of the food requirements of individuals from infancy to old age; digestion and metabolism; the functions of protein, fat, carbohydrate, ash constituents and vitamins. The most common disorders of nutrition are studied and scientific principles applied in the planning of corrective

dietaries. This course supplements Nutrition I and offers a more intensive study of the subject. It is conducted by means of lectures, recitations, readings, and laboratory work. Prerequisites: Nutrition I, Physiological Chemistry.

Fee: $3.00 2nd Sem.; S. S. Credits: 4

PROBLEMS IN CHILD FEEDING

The purpose of this course is to afford opportunity for the practical application of the principles of nutrition in the teaching of children. Nutrition classes of malnourished school children are held; follow-up work in the homes is carried on; clinics are conducted in cooperation with a local physician and the school nurse. When necessary corrective dietaries are planned and prepared. Conferences are held in which subject matter and methods are discussed. Prerequisites: Nutrition I or its equivalent.

Fee: $3.00 1st Sem.; 2nd Sem.; S. S. Credits: 2

THE USE OF LABORATORY ANIMALS IN THE TEACHING OF NUTRITION

Students carry on individual problems in which they are given instruction in the handling, the feeding, and the keeping of records of such animals. Diets are selected with reference to practical needs. The course includes group conferences and reports.

Fee: $2.00 1st Sem.; 2nd Sem.; S. S. Credits: 2

CLOTHING AND TEXTILES

CLOTHING I

In this course fundamental processes of elementary sewing are given. Emphasis is placed upon good technique and high standards of workmanship. The subject matter is based upon a study of underwear for the college girl. The following aspects are considered: design, construction, hygiene, and economics of textile purchase with emphasis upon the selection of material and trimmings; comparison of home and shop-made garments as to durability, workmanship, design, cost, and ethics. The practical work consists chiefly of straight line drafting; the making of useful simple garments; study of the use and care of the sewing machine; problems in care and repair of clothing.

Fee: $1.00 1st Sem.; 2nd Sem.; S. S. Credits: 2

CLOTHING II

This course is a continuation of Clothing I. The technical work consists of further work in the construction of plain clothing, the problems centering about the construction of a cotton or linen skirt and blouse, and of simple problems in designing, flat commercial patterns being used as the foundation. Students are required to keep personal accounts which are to be used as a basis for economic study of budget making.

Fee: $1.00 1st Sem.; 2nd Sem.; S. S. Credits: 2

CLOTHING III

The course includes the study of commercial patterns, stressing the problems of alteration and designing from a foundation pattern. Emphasis is placed upon choice of appropriate lines, materials, and colors for individuals. High standards of work and details of technique are taught. The finished problems include a simple wash dress and a silk dress. The place of each in the high school or vocational school course of study and the methods of prescribing the various phases of the work are de-

Sophomore clothing class busy with spring frocks. Each student must not only make but also plan and design her dress as an individual problem suited to her personality and figure.

veloped through discussion. The student furnishes all materials and supplies, subject to the approval of the instructor. A study is made of a professional woman's budget and of clothing budgets. Prerequisites: Clothing I and II.

Fee: $1.00 1st Sem.; S. S. Credits: 3

CLOTHING IV

This is a continuation of Clothing III. Problems of the course are a wool dress and a lingerie dress. The aims are greater independence and originality, greater skill in use and adaptation of commercial patterns and in handling different materials, speed in construction work, a broader understanding of the scope and content of subject matter in clothing, and increased ability to plan and organize work. The subject of color and line is reviewed and emphasized in relation to suitability to wearer and occasion. Further professional work is also included. Prerequisites: Clothing I, II, and III.

Fee: $1.00

1st Sem.; 2nd Sem.; S. S. Credits: 2.

CLOTHING V—ADVANCED CLOTHING CONSTRUCTION

This course aims to give opportunity for applying in a practical way the principles emphasized in Costume Design, and to give further practice in the construction of clothing.

All designs are developed by modeling in tissue paper or muslin on the dress form; later, these designs are carried out in actual material.

Content of courses and methods of instruction applicable to grades, high, and vocational school are discussed in relation to technical problems. Prerequisites: Clothing IV, Costume Design.

Fee: $1.00. 2nd Sem.; S. S. Credits: 4.

CLOTHING VI—CHILDREN'S CLOTHING

Since many teachers have to meet the problem of planning, making, and decorating clothing for young children, and since this line of work has in it elements of construction and principles of design that differ in a measure from those involved in the making of garments for adults, this course is open as an elective to students who wish to gain technique in this direction. So far as possible students are urged to make dresses for children who can come to the classroom to be fittted and for children varying in age. Prerequisites: Clothing I, II, III.

Fee: $1.00. 2nd Sem.; S. S. Credits: 2.

TEXTILES

The aims of this work, which is given in connection with the above courses, are to give students such knowledge of fabrics and textile materials as to enable them to select intelligently textile materials for school, household, and personal uses, to develop a social spirit with relation to the worker in shop, and factories, and to help students to adapt and use their knowledge of textiles in the teaching of public and vocational school classes in clothing. A short study is made of the early history of the textile arts and of the causes which led to the present conditions in the textile industry. Then follows an intensive study of the fabrics made from the four principal fibers of commerce, with emphasis on those points which affect the wearing quality, prices,

and uses. The student is guided in making a collection of samples of textile fabrics for classroom use. She is, through reference reading, made familiar with the literature of the subject.

1st Sem.; 2nd Sem.; S. S. Credits: 2.

PROBLEMS IN RELATED SUBJECT MATTER IN CLOTHING

This course is designed: (1) To study and organize with reference to teaching definite sections of related subject matter, as dictated by the needs of the class members; (2) To give a broader acquaintance with the methods which successful teachers have used in presenting this subject matter in public and vocational schools; and (3) To provide technical practice in representative problems in related art, economics of clothing, etc., so that each student may prepare suitable illustrative material for use in the field. It is hoped that each student will bring some practical problem directly related to her work which may be developed in personal conferences with the instructor and in general class discussions. Prerequisites: Teaching experience.

Fee: $2.00 Credits: 2

MILLINERY

Designing, making, and trimming of hats with a view to developing originality and skill, are the main purposes of this course. Stress is placed upon the artistic side of the work by the study of the harmony of color and line. Renovation of materials is given, also practice in construction of fabric and ribbon flowers and ornaments. Prerequisites: Color and Design I.

Fee: $3.00. 2nd Sem.; S. S. Credits: 2

ART

COLOR AND DESIGN I

This course parallels clothing III or IV and is intended to complement the technical course with the artistic motive. Color, line, and proportion is studied intensively in relation to clothing and to household accessories as china, linen, silver, lighting fixtures and vases. Emphasis is placed upon selection, appropriateness, and appreciation. The course will include lettering, posters, and graphic presentation of material for use in teaching, with necessary technical training.

Fee: $4.00.

1st Sem.; 2nd Sem.; S. S. Credits: 3.

COLOR AND DESIGN II

This course is intended to enrich and broaden the content of course I. Emphasis is placed upon color and design principles as they apply to decoration. Approriate and consistent enrichment of various materials used in the household arts is studied. Craft processes as stencil, block-printing, batik, tie-dye, polychrome, enamel, and stitchery are demonstrated with suggestive possibilities for the simple use of each in costume or in the home.

The professional work of the course consists of the analysis of the art content of household arts courses, the preparation of various types of graphic teaching material, and a usable bibliography of the subject.

Fee: $4.00, 1st Sem.; S. S., Credits: 2.

COSTUME DESIGN

This course aims to give in a practical way an appreciative understanding of the meaning of artistic costume. It is closely related to dressmaking problems. The principles of line, proportion, balance, and color are studied both by analysis of the work of designers of fashions and by the handling of actual materials. Color is emphasized by working out harmonious combinations suitable for different individuals. Alteration of designs and choice of details for different individuals will be emphasized from

the point of view of the teacher of dressmaking or the purchase of the shop-made garments. The professional work of the course includes the place and character of costume design in a high school course and the kinds and use of illustrative material available. Prerequisites: Color and Design I.

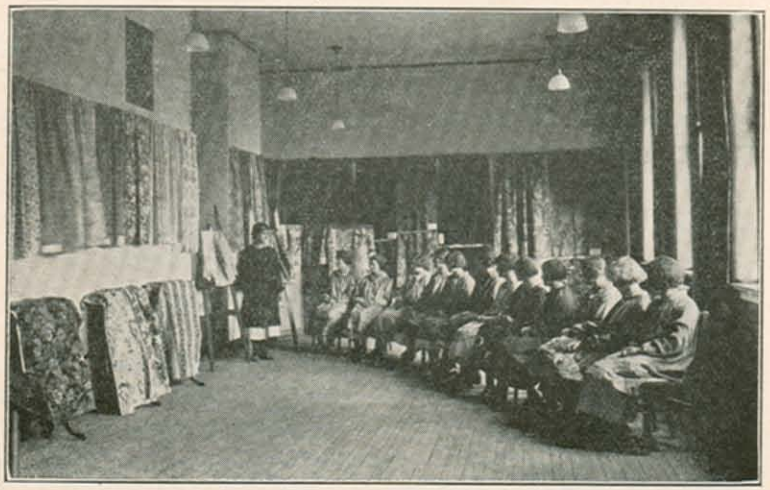
Fee: $1.00, 1st Sem.; S. S., Credits: 3.

HOME FURNISHING AND DECORATION

This course includes two phases of this problem; first, the study of the principles of proportion, balance, line, and color harmony; second, the application of these principles to a practical problem of home decoration and furnishing. The work is designed to enable the student to apply economic principles in determining appropriate and artistic furnishings and decoration of a moderate priced home, and to select from the house furnishings now on the market, such as wall papers, rugs, furniture, draperies, the most artistic and the best for the money expended. The professional side of the work is considered throughout the course. Prospective students are urged to make a collection of magazine pictures which may be used to illustrate subjects included in the course.

Fee: $2.00

1st Sem.; 2nd Sem.; S. S. Credits: 3



Above: Color and design class studying an itinerant exhibit of printed textiles loaned by the American Federation of Arts. The students are wearing bright colored smocks designed and made by themselves in their freshman year.

ART HISTORY AND APPRECIATION

This course is intended to broaden the understanding and appreciation of things used today by making a brief survey of the most significant historic design periods of the past. Notable works in architecture, sculpture, painting, textiles, furniture, pottery, etc., will be examined to discover how line, tone, and color have been used to produce beauty and to what extent the art of today is influenced by the art of the past. Library readings, examination of prints and pictures, tracings in both line and color, and visits to local places furnishing illustrative material will be used as needed to develop judgment and taste.

Fee: $2.00 2nd Sem. Credits: 2

MANAGEMENT

HOME MANAGEMENT

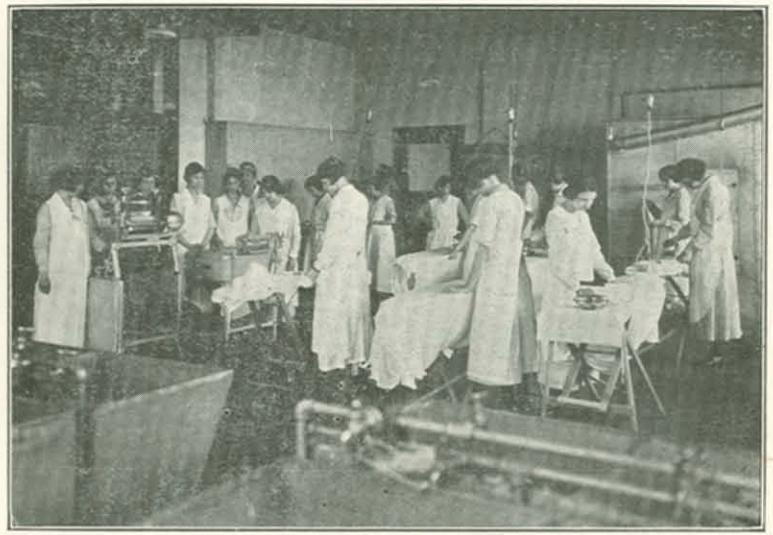
The course in Home Management is designed to give students an insight into the organization and administrative work of the home through class discussion, and related practical work at a practice cottage. Budget making and account keeping are based on the work at the cottage. Sanitation, including heating, lighting, ventilation, plumbing, and the disposal of waste, are studied and discussed in their application to actual household problems. The house, as to its plan, construction, and equipment, is studied in its relation to initial expense, cost of maintenance, and efficiency in the work of the housewife. Consideration is given to the problem of organizing and adapting the subject matter, designated as Home Management, to the various courses in Home Economics given in the public or vocational schools. Prerequisites: Foods II, Food Chemistry.

1st Sem.; 2nd Sem.; S. S. Credits: 4

LAUNDERING

In this course the laundry problem is considered from the point of view of the housewife in connection with the house plan and the organization of work in the home and from the point of view of the teacher in connection with school equipment and the course of study. The work is based upon a knowledge of the textile fabrics, and of the chemical reactions involved in the use of reagents. The laboratory work gives practice in all the processes in washing and ironing cotton, linen, woolen, silk, laces, and embroideries. The planning of laundry equipment for school and home and the execution of the family laundry are among the problems considered. The work consists of discussions, demonstrations and laboratory work. Prerequisites: General Chemistry, Textiles.

Fee: $1.00. 1st Sem.; 2nd Sem.; S. S. Credit: 1



Wash day comes every day in the laundering classes. The laundry is equipped with steam dryer, power machines, and mangle. Students wash and iron all types of textile fabrics, of garments, and household articles.

FOODS VI CAFETERIA COOKERY AND MANAGEMENT

This course is planned for those who wish to manage school lunch rooms, tea rooms, and cafeterias. It includes the study of space required to handle a crowd quickly and efficiently; equipment; staff and employees; menus; service; cleaning; and publicity. The work is based upon a knowledge of foods, balanced meals, plate luncheons and calorie portions. The laboratory work gives practice in all phases of cafeteria management, which includes large quantity cookery, stock room supplies, and marketing. The work consists of lectures, discussions, demonstrations, laboratory work, and actual practice in every department of the cafeteria and the school tea room. Prerequisites: Foods IV, Nutrition I.

1st Sem.; 2nd Sem.; S. S. Credits: 3

FURTHER INFORMATION

Inquiries regarding the purpose and character of work offered at The Stout Institute, the regular courses of study or those of

the summer session, the Bulletin, and other publications of the school; or inquiries regarding the qualifications of Stout graduates for the teaching of special subjects, should be addressed to

PRESIDENT BURTON E. NELSON,
The Stout Institute, Menomonie, Wisconsin.

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CALENDAR FOR 1925–1926

Twentieth Annual Summer Session begins
June 22, 1925—Ends August 21, 1925

Twenty-third Regular Session begins
September 7, 1925—Ends May 28, 1926

First Semester ends January 22, 1926
Second Semester begins January 25, 1926

Holiday Vacation begins December 18, 1925
Classes resume January 4, 1926

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